

| 2022-2023 | | | | | | | | | | | | | | | | | | | |
|-----------------------------------|------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---|-------|----------------|--|--|
| Year End | | | | | | | | | | | | | | Contributions | | | | | |
| | Jul-22 | Aug-22 | Sep-22 | Oct-22 | Nov-22 | Dec-22 | Jan-23 | Feb-23 | Mar-23 | Apr-23 | May-23 | | | | | | | | |
| Jun-22 | | | | | | | \$ 23,667,381 | | | | | | \$ 0 | | Executive Summary-OPEB | | | | |
| | | | | | | | | | | | | | | \$ 20,459,440 | Beginning Balance at 07/01/22 | | | | |
| | | | | | | | | | | | | | | \$ 2,420,000 | YTD Contributions | | | | |
| | | | | | | | | | | | | | | \$ 1,352,447 | Gains/Losses | 6.6% | Invest. Change | | |
| | | | | | | | | | | | | | | \$ 24,231,887 | Current Ending | 18.4% | Total Change | | |
| Contributions | | \$ 220,000 | \$ 220,000 | \$ - | \$ 440,000 | \$ 220,000 | \$ 220,000 | \$ 220,000 | \$ 220,000 | \$ 220,000 | \$ 220,000 | \$ 220,000 | | | | | | | |
| ECRA | OPEB Trust | \$ 20,459,440 | \$ 21,711,610 | \$ 21,145,076 | \$ 19,713,821 | \$ 20,842,831 | \$ 22,306,610 | \$ 21,828,995 | \$ 23,414,590 | \$ 23,039,891 | \$ 23,775,262 | \$ 24,240,241 | \$ 24,231,887 | | | | | | |
| Investment Managers: | | 6% | | | | | | | | | | 103% | | Month | | | | | |
| Polen Capital Mgt | | \$ 1,788,785 | \$ 1,964,839 | \$ 1,857,591 | \$ 1,665,581 | \$ 1,018,342 | \$ 1,042,481 | \$ 917,600 | \$ 1,086,414 | \$ 1,029,409 | \$ 1,110,523 | \$ 1,112,130 | \$ 1,168,335 | 5.1% | Note: \$725K in Assets Xferred to Beacon Pt. Acct 10/25 | | | | |
| Fiduciary Mgt | | \$ 2,039,390 | \$ 2,294,276 | \$ 2,178,340 | \$ 2,034,321 | \$ 2,297,054 | \$ 2,473,777 | \$ 2,390,689 | \$ 2,548,198 | \$ 2,519,457 | \$ 1,999,797 | \$ 2,043,501 | \$ 1,998,066 | -2.2% | | | | | |
| Beacon Pointe | | \$ 16,631,265 | \$ 17,452,495 | \$ 17,109,145 | \$ 16,013,919 | \$ 17,527,436 | \$ 18,790,352 | \$ 18,520,706 | \$ 19,779,978 | \$ 19,491,025 | \$ 20,664,941 | \$ 21,084,611 | \$ 21,065,486 | -0.1% | Note: \$725K in Assets Xferred from Polen. Acct 10/25 | | | | |
| El Camino Real Ct | | General | | | | | | | | | | | | | | | | | |
| Investment Managers: | | | | | | | | | | | | Month | YTD | | | | | | |
| Polen Capital Mgt | | \$ 336,879 | \$ 369,908 | \$ 349,737 | \$ 313,506 | \$ 202,920 | \$ 207,740 | \$ 193,659 | \$ 216,506 | \$ 205,162 | \$ 138,754 | \$ 138,930 | \$ 145,901 | 5.0% | Note: \$125K in Assets Xferred to Beacon Pt. Acct 10/25 | | | | |
| Fiduciary Mgt | | \$ 419,037 | \$ 443,824 | \$ 421,636 | \$ 393,889 | \$ 423,743 | \$ 456,127 | \$ 440,869 | \$ 469,774 | \$ 464,456 | \$ 361,033 | \$ 368,816 | \$ 360,659 | -2.2% | | | | | |
| Beacon Pointe | | \$ 5,221,631 | \$ 5,362,882 | \$ 5,234,732 | \$ 4,997,945 | \$ 5,143,237 | \$ 5,342,978 | \$ 5,281,092 | \$ 5,478,228 | \$ 5,360,041 | \$ 5,654,103 | \$ 5,697,910 | \$ 5,643,888 | -0.9% | Note: \$725K in Assets Xferred from Polen. Acct 10/25 | | | | |
| US Bank Holdings | | \$ 5,977,546 | \$ 6,176,614 | \$ 6,006,105 | \$ 5,705,341 | \$ 5,790,935 | \$ 6,006,845 | \$ 6,126,640 | \$ 6,164,508 | \$ 6,029,660 | \$ 6,153,890 | \$ 6,205,656 | \$ 6,147,140 | -0.9% | 2.8% | | | | |
| Annuity 3 Yr. (8/23)Fixed @ 2.40% | | Midland | \$ 382,505 | \$ 392,374 | \$ 393,267 | \$ 393,983 | \$ 394,880 | \$ 395,599 | \$ 396,320 | \$ 397,222 | \$ 397,495 | \$ 398,670 | \$ 399,396 | \$ 400,305 | 0.2% | 4.7% | | | |
| 3 Yr. (9/23)Fixed @ 1.95% | | Athene | \$ 380,858 | \$ 388,985 | \$ 389,644 | \$ 390,284 | \$ 390,924 | \$ 391,566 | \$ 392,167 | \$ 392,832 | \$ 393,456 | \$ 394,060 | \$ 394,644 | \$ 395,375 | 0.2% | 3.8% | | | |
| Combined | | \$ 6,740,909 | \$ 6,957,973 | \$ 6,789,016 | \$ 6,489,607 | \$ 6,576,739 | \$ 6,794,010 | \$ 6,915,127 | \$ 6,954,561 | \$ 6,820,610 | \$ 6,946,620 | \$ 6,999,696 | \$ 6,942,820 | -0.8% | 3.0% | | | | |
| Month End -Combined | | \$ 27,200,349 | \$ 28,669,583 | \$ 27,934,092 | \$ 26,203,429 | \$ 27,419,570 | \$ 29,100,620 | \$ 28,744,122 | \$ 30,369,152 | \$ 29,860,502 | \$ 30,721,882 | \$ 31,239,937 | \$ 31,174,708 | | | | | | |

El Camino Real Charter High School
CARES Act Reporting
At 5/31/23

| Name of Grant | Resource Code | Allocation | YTD Spent | Amount Left | Spending Deadline |
|---|---------------|-------------------------|------------------------|------------------------|-------------------|
| ESSER I | 3210 | \$ 308,063.00 | \$ 308,063.00 | \$ - | 9/30/2022 |
| GEER I | 3215 | \$ 151,344.00 | \$ 151,344.00 | \$ - | 9/30/2022 |
| ESSER II | 3212 | \$ 1,219,961.00 | \$ 1,144,443.82 | \$ 75,517.18 | 9/30/2023 |
| ESSER II - State Reserve | 3216 | \$ 353,713.00 | \$ 353,713.00 | \$ - | 9/30/2023 |
| GEER II | 3217 | \$ 81,180.00 | \$ 30,000.00 | \$ 51,180.00 | 9/30/2023 |
| ELO Grant (10% for Paraprofessionals) | 7426 | \$ 239,929.00 | \$ 115,917.65 | \$ 124,011.35 | 9/30/2024 |
| ELO Grant | 7425 | \$ 1,099,410.00 | \$ 1,099,410.00 | \$ - | 9/30/2024 |
| ESSER III - State Reserve | 3218 | \$ 230,580.00 | \$ 60,000.00 | \$ 170,580.00 | 9/30/2024 |
| ESSER III - State reserve for Learning Loss | 3219 | \$ 397,480.00 | \$ 29,162.00 | \$ 368,318.00 | 9/30/2024 |
| ESSER III | 3213 | \$ 2,193,920.00 | \$ 1,014,487.00 | \$ 1,179,433.00 | 9/30/2024 |
| ESSER III - 20% reserve for learning loss | 3214 | \$ 548,480.00 | \$ 54,832.00 | \$ 493,648.00 | 9/30/2024 |
| In- Person Instruction Grant | 7422 | \$ 921,676.00 | \$ 921,676.00 | \$ - | 9/30/2024 |
| Educator Effectivness Block Grant | 6266 | \$ 591,871.00 | \$ 332,559.00 | \$ 259,312.00 | 6/30/2026 |
| A-G Completion Grant: Access/Success | 7412 | \$ 345,050.00 | \$ - | \$ 345,050.00 | 6/30/2026 |
| A-G Completion Grant: Learning Loss Mitigation | 7413 | \$ 129,358.00 | \$ - | \$ 129,358.00 | 6/30/2026 |
| Arts, Music, & Instructional Materials Discretionary Block Grant | | \$ 2,176,757.00 | \$ - | \$ 2,176,757.00 | 6/30/2026 |
| Learning Recovery Emergency Block Grant | | \$ 2,702,302.00 | \$ - | \$ 2,702,302.00 | 6/30/2028 |
| Totals | | \$ 13,691,074.00 | \$ 5,615,607.47 | \$ 8,075,466.53 | |

Check Register

Account: 1826 ASB

El Camino Real HS

May 2023

Grand Total: \$ 117,337.29

| Date | Check Number | Name | Memo | Trust Account | Amount | Period | VOID |
|-----------|--------------|--|--|-----------------------|----------|----------|--------|
| 5/1/2023 | 2284 | Popcornopolis LLC | 2023 Boys & Girls Lacrosse Fundraiser Reissue | Lacrosse | 2,030.00 | May 2023 | |
| 5/2/2023 | 2285 | Amazon | INV 1LYQ-YY7F-3WJF uniforms for Step Competition | Step Team | 196.21 | May 2023 | |
| 5/2/2023 | 2286 | Daniel Olson | ECR Baseball Tournament 4/29/2023 | Baseball | 92.00 | May 2023 | |
| 5/2/2023 | 2287 | Bob Paredes | ECR Baseball Tournament 4/29/2023 | Baseball | 92.00 | May 2023 | |
| 5/2/2023 | 2288 | Chris Racina | ECR Baseball Tournament 5/1/2023 | Baseball | 86.00 | May 2023 | |
| 5/2/2023 | 2289 | Grant A. Horn | 1010 Instruction and Music Design | Band | 2,400.00 | May 2023 | |
| 5/4/2023 | 2290 | Jason Sabolic | Glazier Coaching Clinic - Los Angeles/Costa Mesa | Football | 789.37 | May 2023 | |
| 5/5/2023 | 2291 | Claudia Velasco | Girls Soccer Banquet Reimbursement | Girls Soccer | 1,942.85 | May 2023 | |
| 5/5/2023 | 2292 | Josephine Torres | Girls Soccer Banquet Reimbursement | Girls Soccer | 168.75 | May 2023 | |
| 5/5/2023 | 2293 | BSN Sports LLC | INV 920460419 Softball Jerseys | Softball | 414.46 | May 2023 | |
| 5/9/2023 | 2294 | Grand G&G Inc. | INV 86397 ASB Snack inventory | ASB General | 984.34 | May 2023 | |
| 5/9/2023 | 2295 | Stonefire Grill | JROTC Event | NJROTC | 6,293.11 | May 2023 | |
| 5/9/2023 | 2296 | Stonefire Grill | JROTC Event | NJROTC | 3,096.25 | May 2023 | |
| 5/11/2023 | 2297 | Love to Snack, LLC | inv 39635 ASB Dippin dots | ASB General | 726.00 | May 2023 | |
| 5/11/2023 | 2298 | Daniela Hernandez | The American Association of Teachers of Spanish and Portuguese | Spanish Honor Society | 310.00 | May 2023 | |
| 5/11/2023 | 2299 | Beth Corbett | Cheer Banquet | Cheer | 355.66 | May 2023 | |
| 5/15/2023 | 2300 | Josh Lienhard | Sheraton Hotel San Diego (Spring Break) | Baseball | 0.00 | May 2023 | Voided |
| 5/16/2023 | 2301 | Vincent Ramirez | Boys JV Volleyball Tournament 4/29/2023 | Boys Volleyball | 443.00 | May 2023 | |
| 5/16/2023 | 2302 | Illene Peevyhouse | Boys JV Volleyball Tournament 4/29/2023 | Boys Volleyball | 411.00 | May 2023 | |
| 5/16/2023 | 2303 | Grand G&G Inc. | inv 86859 ASB Snack inventory | ASB General | 925.99 | May 2023 | |
| 5/16/2023 | 2304 | Kurt Kerby | ECR Baseball Tournament 5/6/2023 | Baseball | 110.00 | May 2023 | |
| 5/16/2023 | 2305 | Chris Racina | ECR Baseball Tournament 5/2/2023 | Baseball | 92.00 | May 2023 | |
| 5/17/2023 | 2306 | Ken Ashford | ECR Baseball Tournament 5/12/2023 | Baseball | 92.00 | May 2023 | |
| 5/17/2023 | 2307 | Steven Montalvo | ECR Baseball Tournament 5/12/2023 | Baseball | 92.00 | May 2023 | |
| 5/17/2023 | 2308 | Steven Montalvo | ECR Baseball Tournament 5/13/2023 | Baseball | 86.00 | May 2023 | |
| 5/30/2023 | 2309 | Sweetwater Sound Inc. | INV 35761611 Drama Equipment VENDORBILL15072 | Drama | 5,416.04 | May 2023 | |
| 5/17/2023 | 2310 | Josh Lienhard | Sheraton Hotel San Diego (Spring Break) | Baseball | 2,341.16 | May 2023 | |
| 5/17/2023 | 2311 | Brooks Transportation Inc. | INV 20010 Ayres Hotel Seal Beach field trip 4/21-4/22 | Dance Guard | 2,150.00 | May 2023 | |
| 5/17/2023 | 2312 | EWC California, Inc. (AAA Label Factory) | INV 00201690 Security stickers for graduation tickets | Grad Class of 2023 | 1,030.60 | May 2023 | |
| 5/18/2023 | 2313 | Beth Corbett | Banquet for cheer / cheer practice | Cheer | 644.99 | May 2023 | |
| 5/18/2023 | 2314 | Ares Sportswear | Shirts for students (Balance Owed from PO8885 in Ares system) | Choir | 436.15 | May 2023 | |
| 5/18/2023 | 2315 | Heidi Hutson | DTASC | Drama | 555.50 | May 2023 | Voided |
| 5/19/2023 | 2316 | Daniela Hernandez | Wise Up (CHIRLA) | Spanish Honor Society | 135.00 | May 2023 | |
| 5/19/2023 | 2317 | Daniela Hernandez | Wise Up (CHIRLA) | Spanish Honor Society | 135.00 | May 2023 | |
| 5/19/2023 | 2318 | Picture Perfect Graphics | 4019 Uniforms for Cross Country | Cross Country | 216.15 | May 2023 | |
| 5/19/2023 | 2319 | Deny Sportswear | 2034 Boys Soccer - Banquet Awards | Boys Soccer | 261.98 | May 2023 | |
| 5/22/2023 | 2320 | Deny Sportswear | inv 1838 jersey print | Girls Soccer | 375.31 | May 2023 | |
| 5/22/2023 | 2321 | U.S. Fund for UNICEF | UNICEF Donation | UNICEF | 17.25 | May 2023 | |
| 5/23/2023 | 2322 | Baron Championship Rings Ltd. | inv 61999 championship rings | Girls Soccer | 969.07 | May 2023 | |
| 5/22/2023 | 2323 | Nathan Shibata | Reimbursement for 3/23/23 Iowa Robotics trip | Robotics | 342.93 | May 2023 | |
| 5/22/2023 | 2324 | Esther Yanez | INV 1035 Balloons for the Alternative Education Senior Awards night. | ASB General | 286.00 | May 2023 | |

Check Register

Account: 1826 ASB

El Camino Real HS**May 2023****Grand Total: \$ 117,337.29**

| Date | Check Number | Name | Memo | Trust Account | Amount | Period | VOID |
|-----------|--------------|-----------------------------|---|--------------------|-----------|----------|------|
| 5/22/2023 | 2325 | Woodland Hills Country Club | E05647 Boys Volleyball: Banquet | Boys Volleyball | 4,088.20 | May 2023 | |
| 5/22/2023 | 2326 | German Hernandez | 5/22/23 Food For Alt Ed | ASB General | 2,432.00 | May 2023 | |
| 5/23/2023 | 2327 | Puja Savla | Beyond the books | Beyond the Books | 160.45 | May 2023 | |
| 5/24/2023 | 2328 | Ariella Gomez | CS45203 Refund | Grad Class of 2023 | 125.00 | May 2023 | |
| 5/24/2023 | 2329 | Michelle Charles | Order# 1003062130 refund | Grad Class of 2023 | 135.00 | May 2023 | |
| 5/24/2023 | 2330 | Cesar Rosales | CS45464 Prom 2023 Refund | Grad Class of 2023 | 125.00 | May 2023 | |
| 5/24/2023 | 2331 | Consuela Almeda | CS45060 Prom 2023 Refund | Grad Class of 2023 | 125.00 | May 2023 | |
| 5/24/2023 | 2332 | Brooks Transportation Inc. | INV 20079 USC Phys. Education Bldg 4/29 | NJROTC | 900.00 | May 2023 | |
| 5/26/2023 | 2333 | First Class Events | 005476 Senior Prom 2023- Venue Cost | Grad Class of 2023 | 71,000.00 | May 2023 | |
| 5/30/2023 | 2334 | Evan Coleman | STEP team | Step Team | 704.42 | May 2023 | |
| 5/2/2023 | ACH230502-01 | City National Bank | Dep Adj \$5 or Less | ASB General | 0.10 | May 2023 | |

ECRCHS ASB Trust Balances - May 2023

| Trust Account | Amount |
|----------------------------------|--------------|
| TRUST - A Capella (Vocal Royale) | \$ 728.88 |
| TRUST - AVID | \$ 1,646.86 |
| TRUST - AcaDeca | \$ - |
| TRUST - Active Minds | \$ 34.88 |
| TRUST - American Cancer (Relay) | \$ 130.85 |
| TRUST - Asian Appreciation Club | \$ 72.00 |
| TRUST - Athletic Director | \$ 93.80 |
| TRUST - Band | \$ 5,137.15 |
| TRUST - Baseball | \$ 24,805.80 |
| TRUST - Beyond the Books | \$ 164.00 |
| TRUST - Black Student U | \$ 1,969.98 |
| TRUST - Boys Basketball | \$ 14,258.70 |
| TRUST - Boys Golf | \$ 3,467.57 |
| TRUST - Boys Lacrosse | \$ 11,140.34 |
| TRUST - Boys Soccer | \$ 8,890.71 |
| TRUST - Boys Volleyball | \$ 9,487.92 |
| TRUST - Boys Waterpolo | \$ 5,648.27 |
| TRUST - C2BK Cool 2 B Kind | \$ 397.75 |
| TRUST - CEA | \$ 1,427.61 |
| TRUST - CHIRLA | \$ 65.75 |
| TRUST - CSF | \$ 37,752.33 |
| TRUST - Cheerleaders | \$ 6,405.81 |
| TRUST - Choir | \$ 7,360.98 |
| TRUST - Claws for a Cause | \$ 17.88 |
| TRUST - Club Girl Up | \$ - |
| TRUST - College Counseling | \$ 758.44 |
| TRUST - Creative Writing | \$ 2,133.38 |
| TRUST - Cross Country | \$ 6,986.14 |
| TRUST - Cultural Club | \$ - |
| TRUST - DECA | \$ 978.40 |
| TRUST - Dance | \$ 5,572.49 |
| TRUST - Drama | \$ 30,962.87 |
| TRUST - Drill Team | \$ 26,544.80 |
| TRUST - ECR Community Leaders | \$ 2,106.95 |
| TRUST - Endangered Species | \$ 64.00 |
| TRUST - Environmental | \$ 71.16 |
| TRUST - Falling Whistles | \$ 376.00 |
| TRUST - Fashion Club | \$ 252.36 |
| TRUST - Football | \$ 32,338.53 |
| TRUST - French Club | \$ 137.87 |
| TRUST - Friendship Circle | \$ 430.78 |
| TRUST - Future Homemakers | \$ 2,621.54 |
| TRUST - Ganssle Memorial Schol | \$ 1,500.00 |
| TRUST - Girls Basketball | \$ 6,773.60 |
| TRUST - Girls Golf | \$ 2,249.58 |

ECRCHS ASB Trust Balances - May 2023

| | |
|--|--------------|
| TRUST - Girls Lacrosse | \$ 5,211.11 |
| TRUST - Girls Soccer | \$ 8,986.30 |
| TRUST - Girls Volleyball | \$ 23,695.32 |
| TRUST - Girls Water Polo | \$ 651.89 |
| TRUST - Grad Class 2020 | \$ - |
| TRUST - Grad Class 2021 | \$ - |
| TRUST - Grad Class 2022 | \$ - |
| TRUST - Grad Class 2023 | \$ 59,631.85 |
| TRUST - Grad Class 2024 | \$ 4,075.35 |
| TRUST - Grad Class 2025 | \$ 2,780.64 |
| TRUST - Grad Class 2026 | \$ 969.33 |
| TRUST - Great Films Club | \$ 20.00 |
| TRUST - Helping Hands | \$ 632.00 |
| TRUST - Humanitas | \$ 1.73 |
| TRUST - Jewish Club | \$ 65.50 |
| TRUST - KPOP Club | \$ 256.88 |
| TRUST - Key Club | \$ 270.32 |
| TRUST - Knitting for a Cause | \$ 44.05 |
| TRUST - La Familia | \$ 143.81 |
| TRUST - Local Charity Outreach | \$ 92.00 |
| TRUST - Local Vocals | \$ 1,826.90 |
| TRUST - MACS Club | \$ 40.00 |
| TRUST - MESA Club | \$ 50.40 |
| TRUST - Marching Band | \$ - |
| TRUST - Medical Club | \$ 7,844.52 |
| TRUST - Milton Goffman Scholarship | \$ 4,805.00 |
| TRUST - Mock Trial | \$ 385.00 |
| TRUST - Model United Natn | \$ 836.00 |
| TRUST - Mountain Bike Club | \$ 836.99 |
| TRUST - NJROTC | \$ 77,617.04 |
| TRUST - National Honors Soc | \$ 5,002.70 |
| TRUST - Newspaper Interns Club | \$ 396.16 |
| TRUST - Operation Smile | \$ 88.68 |
| TRUST - Persian Club | \$ 128.00 |
| TRUST - Philosophy Club | \$ 41.00 |
| TRUST - Physics Club | \$ 590.04 |
| TRUST - Ping Pong Club | \$ 28.60 |
| TRUST - Recycle for Research | \$ 148.24 |
| TRUST - Robotics | \$ 15,974.21 |
| TRUST - Rotary Interact Club | \$ 323.24 |
| TRUST - Sand Volleyball | \$ 1,022.36 |
| TRUST - Save Promise | \$ 79.00 |
| TRUST - Save the Waves | \$ 126.00 |
| TRUST - Schship JHarrison | \$ 9,253.61 |
| TRUST - Science Bowl | \$ 1,850.23 |
| TRUST - Science National Honors Society | \$ 119.90 |

ECRCHS ASB Trust Balances - May 2023

| | |
|---------------------------------------|---------------|
| TRUST - She's The First | \$ 1,595.57 |
| TRUST - Softball | \$ 13,911.41 |
| TRUST - Spanish Honor Soc | \$ 701.00 |
| TRUST - Speech & Debate | \$ 167.68 |
| TRUST - Step | \$ 2,434.82 |
| TRUST - Student Council | \$ 101,506.36 |
| TRUST - Students Demand Action | \$ 149.00 |
| TRUST - Swimming & Diving | \$ 4,741.07 |
| TRUST - The MESS | \$ 109.19 |
| TRUST - Thespians Club | \$ 1,395.84 |
| TRUST - Track & Field | \$ 2,865.75 |
| TRUST - True Crime Club | \$ 11.81 |
| TRUST - UNICEF | \$ 344.55 |
| TRUST - VAPA Scholarship | \$ 3,130.52 |
| TRUST - Vegan Peace Club | \$ 94.18 |
| TRUST - WE Club | \$ 123.77 |
| TRUST - Wrestling | \$ 2,108.42 |
| TRUST - You Can Do This SCHLR | \$ 500.00 |

| | |
|--------------|----------------------|
| Total | \$ 636,797.55 |
|--------------|----------------------|

| | |
|-----------------|---------------|
| ASB Income | \$ 155,714.24 |
| ASB Inv Expense | |
| ASB Expense | \$ 94,674.16 |

| | |
|------------------|--------------|
| ASB General Fund | \$ 61,040.08 |
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| Total | \$ 575,757.47 |
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|-----------------------------|---------------|
| Bank Balance from Statement | \$ 494,823.78 |
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Check Register

Account: 1796 General

El Camino Real HS

May 2023

Grand Total \$ 1,529,775.44

| Date | Check Number | Name | Memo | Amount | Period | Fund/Program | Account | VOID |
|-----------|--------------|---|---|--------------|----------|-------------------------------------|------------------------------|--------|
| 5/2/2023 | 17641 | Spectrum Enterprise 7801 | 04/23 Inv# 128697801040123 Acct#086084201 Enterprise Fiber line | \$ 575.00 | May 2023 | General Operations | Communications | |
| 5/1/2023 | 17665 | Verizon Wireless | 04/23 INV# 9931962284 Communication Services | \$ 418.11 | May 2023 | General Operations | Communications | |
| 5/1/2023 | 17666 | Brooks Transportation Inc. | Felix Event Center field trip - Thurow 4/8 | \$ 1,050.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/1/2023 | 17667 | Brooks Transportation Inc. | SCVA Choral Festival field trip - Brennan 3/21 | \$ 710.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/1/2023 | 17668 | STS education | inv INV-0008289 Lenovo T-560 keyboard for repair | \$ 562.37 | May 2023 | General Technology | Non Instructional Supplies | |
| 5/2/2023 | 17671 | Sandra Delgado | Business Technology Retreat PD | \$ 55.79 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/2/2023 | 17672 | Brooks Transportation Inc. | INV 19861 Pomelo Elementary/ Justice Elementary field trip - Brennan 3/30 | \$ 500.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/2/2023 | 17673 | Brooks Transportation Inc. | INV 19858 CSUN field trip 3/28 | \$ 550.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/2/2023 | 17674 | Brooks Transportation Inc. | INV 19857 USC field trip 3/27 | \$ 600.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/2/2023 | 17675 | Brooks Transportation Inc. | INV 19859 West Ranch HS field trip/ P.3 Orchestra 3/28 | \$ 550.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/2/2023 | 17676 | Brooks Transportation Inc. | Little Tokyo field trip - Ritchie 3/1/23 | \$ 550.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/2/2023 | 17677 | Afolabi, Muideen | JV Softball Official 5/1/2023 | \$ 84.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/2/2023 | 17678 | Enriqueta Loera | PD Meeting for Padres Latinos | \$ 847.77 | May 2023 | ESSER III | Non Instructional Consulting | |
| 5/2/2023 | 17679 | Brooks Transportation Inc. | INV 19905 Woodbridge HS field trip 4/2 | \$ 875.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/2/2023 | 17680 | SkillPath | INVOICES 12502812-12502829 & 12502857 Training | \$ 2,565.00 | May 2023 | CTE | Non Instructional Consulting | |
| 5/3/2023 | 17681 | Rich Skalma | Boys Volleyball Official 5/3/2023 | \$ 93.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/3/2023 | 17682 | Jim Russell | Boys Volleyball Official 5/3/2023 | \$ 91.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/3/2023 | 17683 | Marko Jankovic | Boys Volleyball Official 5/3/2023 | \$ 57.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/3/2023 | 17684 | Xavier Bruno | Boys Volleyball Official 5/1/2023 | \$ 57.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/3/2023 | 17685 | Mark Sawyer | Varsity Baseball Official 5/3/2023 | \$ 110.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/3/2023 | 17686 | Greg Yamin | Varsity Baseball Official 5/3/2023 | \$ 92.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/4/2023 | 17687 | Los Angeles County Department of Public Health | 9/21/20, 11/30/21 Health Inspection PR0149385 | \$ 394.00 | May 2023 | Cafeteria | Non Instructional Consulting | |
| 5/3/2023 | 17688 | NJP Sports Inc | INV 148085 Baseball Windscreen Replacement | \$ 8,512.00 | May 2023 | General Athletics | Non Captial Expenses | |
| 5/3/2023 | 17689 | Oak Park Unified School District | INV AR23-00046 Football Game Additional Custodial | \$ 169.00 | May 2023 | General Athletics | Rentals | |
| 5/3/2023 | 17690 | Jules Seltzer Associates | INV 234903 Multipurpose stool for room B12 | \$ 704.64 | May 2023 | General Operations | Non Captial Expenses | |
| 5/3/2023 | 17691 | Aeries Software | INV RW-16239 CALPADS Fall 2 Webinars | \$ 200.00 | May 2023 | General Operations | Professional Development | |
| 5/3/2023 | 17692 | Mary M Bush | 03/2023 Counseling | \$ - | May 2023 | Special Education | Non Instructional Consulting | Voided |
| 5/3/2023 | 17693 | Total Education Solutions (TES Therapy) | INV 6009937 TES Therapy 03/2023 | \$ 115.00 | May 2023 | Special Education | Non Instructional Consulting | |
| 5/3/2023 | 17694 | FedEx | INV 8-093-57735 FedEx Express Services | \$ 81.49 | May 2023 | General Operations | Communications | |
| 5/9/2023 | 17695 | AT&T 9132 | 04/23 Inv# 2754977709 Acct# 831-000-9132 154 5G Line | \$ 3,599.93 | May 2023 | General Operations | Communications | |
| 5/4/2023 | 17696 | Dan Klein | JV Baseball Official 5/5/2023 | \$ 86.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/4/2023 | 17697 | Jeff Harris | JV Softball Official 5/5/2023 | \$ 84.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/9/2023 | 17698 | UTLA | 04/23 Union Dues Certificated | \$ 15,021.66 | May 2023 | General Operations | Benefits | |
| 5/4/2023 | 17699 | U.S Bank PARS Account #6746022400 | 04/23 #6746022400 PARS Contributions | \$ 641.78 | May 2023 | General Operations | Benefits | |
| 5/10/2023 | 17700 | Dick Blick Holdings (Blick Art Materials) | Student Council Instructional Supplies | \$ 427.69 | May 2023 | General Academic | Instructional Materials | |
| 5/4/2023 | 17701 | Dennis Roy | JV Baseball 4/3/2023 | \$ 86.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/4/2023 | 17702 | RPS El Camino Real Charter HS Charles Schwab & Co, Inc. 2563-4428 | 04/23 403(B) Plan 2563-4428 Charles Schwab | \$ 7,975.00 | May 2023 | General Operations | Benefits | |
| 5/4/2023 | 17703 | AFSCME District Council 36 | 04/23 Union Dues | \$ 1,888.35 | May 2023 | General Operations | Benefits | |

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El Camino Real HS

May 2023

Grand Total \$ 1,529,775.44

| Date | Check Number | Name | Memo | Amount | Period | Fund/Program | Account | VOID |
|-----------|--------------|---|---|---------------|----------|-------------------------------------|------------------------------|--------|
| 5/4/2023 | 17704 | Self Insured Schools of California | 04/23 CBR El Camino FSA | \$ 5,028.05 | May 2023 | General Operations | Benefits | |
| 5/4/2023 | 17705 | Cameron Maury | Good Teaching conference | \$ 155.10 | May 2023 | Title II | Professional Development | |
| 5/4/2023 | 17706 | Yantzer brothers heating and air inc | I-2805-1 I-2665-1 Buildings and grounds Repairs | \$ 5,579.50 | May 2023 | General Operations | Repairs | |
| 5/5/2023 | 17707 | City of Los Angeles | 05/11/2023 League Finals Boys Golf Tournament | \$ - | May 2023 | General Athletics | Rentals | Voided |
| 5/5/2023 | 17708 | AP fbo EdLogical Group Corp | 03/23 Special Ed Services INV 91362417 | \$ 12,062.58 | May 2023 | Special Education | Non Instructional Consulting | |
| 5/5/2023 | 17709 | AP fbo EdLogical Group Corp | 02/23 Special Ed Services INV 91362294 | \$ 11,610.45 | May 2023 | Special Education | Non Instructional Consulting | |
| 5/5/2023 | 17710 | WM Corporate services, INC | INV 0560286-4801-4 Waste Management Services on Shoup | \$ 610.91 | May 2023 | General Operations | Utilities | |
| 5/5/2023 | 17711 | Los Angeles Pierce College | 04272023 Student Group Tickets | \$ 1,050.00 | May 2023 | General Academic | Field Trip | |
| 5/5/2023 | 17712 | Law Offices of Young, Minney & Corr, LLP | 04/23 Legal Services INV 3790 | \$ 9,534.62 | May 2023 | General Operations | Legal | |
| 5/5/2023 | 17713 | L.A. City Dept. of Recreation And Parks | INV 4423 Pool Rental V.N.S.O | \$ 305.00 | May 2023 | General Operations | Rentals | |
| 5/5/2023 | 17714 | ICON School Management | INV 1315 05/2023 Charter School Consulting | \$ 8,000.00 | May 2023 | General Operations | Business Consulting | |
| 5/5/2023 | 17715 | Wes Charek (Wespower Electrical, Inc.) | 2204, 2233, 2213 B&G | \$ 26,206.32 | May 2023 | General Operations | Repairs | |
| 5/5/2023 | 17716 | The AmGraph Group | 15050011 Permit Fees | \$ 2,700.00 | May 2023 | General Operations | Rentals | |
| 5/8/2023 | 17717 | Project Lead The Way, Inc. | inv 300146 PLTW HBS Supplies | \$ 25,265.21 | May 2023 | General Academic | Instructional Materials | |
| 5/8/2023 | 17718 | Palmer Hamilton LLC | inv 0000129128 Main Hallway/Foyer Decor | \$ 164,399.47 | May 2023 | General Operations | Repairs | |
| 5/9/2023 | 17719 | Rent-It | inv 00265879 20' Box trucks for event on 4-8-234 at Felix event center | \$ 391.21 | May 2023 | General Operations | Rentals | |
| 5/9/2023 | 17720 | Rent-It | inv 00265878 20' Box trucks for event on 4-8-234 at Felix event center | \$ 390.46 | May 2023 | General Operations | Rentals | |
| 5/9/2023 | 17721 | Rent-It | inv 00265928 20' Box Trucks for event on 4-15-23 | \$ 423.70 | May 2023 | General Operations | Rentals | |
| 5/9/2023 | 17722 | Rent-It | inv 00265927 20' Box Trucks for event on 4-15-23 | \$ 434.28 | May 2023 | General Operations | Rentals | |
| 5/9/2023 | 17723 | American Fidelity Assurance Company | 05/23 INV# D584126 Supplemental Employee Benefits | \$ 3,873.89 | May 2023 | General Operations | Benefits | |
| 5/9/2023 | 17724 | SoCalGas | 04/23 Gas Charges for Shoup Acct 163 513 3769 2 | \$ 23.34 | May 2023 | General Operations | Utilities | |
| 5/8/2023 | 17725 | Dan's Super Subs Inc. | 5/9/23 Geometry Retreat | \$ 47.95 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/8/2023 | 17726 | Greg Yamin | 5/9/2023 Varsity Baseball Official | \$ 92.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/8/2023 | 17727 | Robert Hacker | 5/9/2023 Varsity Baseball Official | \$ 92.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/9/2023 | 17728 | City of Los Angeles | 05/11/2023 League Finals Boys Golf Tournament | \$ 720.00 | May 2023 | General Operations | Rentals | |
| 5/9/2023 | 17729 | AT&T 9221 | 23-Apr 818 887-9221 130 | \$ 458.67 | May 2023 | General Operations | Communications | |
| 5/9/2023 | 17730 | Dan's Super Subs Inc. | 5/10/23 Algebra 2 Retreat | \$ 47.00 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/9/2023 | 17731 | Dan's Super Subs Inc. | 5/11/23 English 12 Honors Retreat | \$ 64.35 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/9/2023 | 17732 | Brooks Transportation Inc. | INV 20016 Buses Week of 4/11-4/14/2023 | \$ 5,795.00 | May 2023 | General Athletics | Field Trip | |
| 5/9/2023 | 17733 | Brooks Transportation Inc. | INV 19994 Pierce College field trip- Madraswala 4/28 | \$ 550.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/9/2023 | 17734 | Brooks Transportation Inc. | INV 19993 WVOC/Pierce College field trip - Lenderman 4/25 | \$ 600.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/10/2023 | 17736 | Dick Blick Holdings (Blick Art Materials) | Student Council Instructional Supplies | \$ 403.28 | May 2023 | General Academic | Instructional Materials | |
| 5/10/2023 | 17737 | Dick Blick Holdings (Blick Art Materials) | inv 9378381 Student Council Instructional Supplies | \$ 88.50 | May 2023 | General Academic | Instructional Materials | |
| 5/10/2023 | 17738 | Kirk A West | Varsity Softball Official 5/10/2023 | \$ - | May 2023 | General Athletics | Non Instructional Consulting | Voided |
| 5/10/2023 | 17739 | Mark Sawyer | Varsity Softball Official 5/10/2023 | \$ 84.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/10/2023 | 17740 | Child and Family Guidance Center | 03/23 Special Ed Services Northpoint | \$ 4,541.18 | May 2023 | Special Education | Non Instructional Consulting | |
| 5/10/2023 | 17741 | Phase II Systems (Public Agency Retirement Services - PARS) | 02/23 INV 52852 PARS ARS Fees Plan A5 - ARS11A | \$ 357.55 | May 2023 | General Operations | Benefits | |
| 5/10/2023 | 17742 | Administrative Services CO-OP DbA Yellow Cab | INV 15443 11/22 | \$ 3,807.00 | May 2023 | Special Education | Transportation | |
| 5/10/2023 | 17743 | Administrative Services CO-OP DbA Yellow Cab | INV 12634 03/23 | \$ 4,527.60 | May 2023 | Special Education | Transportation | |
| 5/10/2023 | 17744 | Brooks Transportation Inc. | INV 19992 FCCLA State Leadership Conference overnight field trip - Charters 4/22-4/25 | \$ 1,700.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/10/2023 | 17745 | Scantron Corporation | INV 15258080 Annual billing for scantron. serial #9001008 | \$ 637.00 | May 2023 | General Academic | Equipment Lease | |

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El Camino Real HS

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Grand Total \$ 1,529,775.44

| Date | Check Number | Name | Memo | Amount | Period | Fund/Program | Account | VOID |
|-----------|--------------|--|---|---------------|----------|-------------------------------------|------------------------------|--------|
| 5/11/2023 | 17746 | Eric Choi | Golf Tee Times | \$ 532.75 | May 2023 | General Athletics | Rentals | |
| 5/11/2023 | 17747 | Ryan Guinto | Sherman Williams Paint | \$ 74.61 | May 2023 | General Operations | Operations Supplies | |
| 5/11/2023 | 17748 | Ray Allen Holt | Varsity Baseball Official 5/12/2023 | \$ 92.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/10/2023 | 17749 | Brooks Transportation Inc. | INV 20010 Ayres Hotel Seal Beach field trip 4/21-4/22 | \$ - | May 2023 | General Academic - Scholastic Group | Field Trip | Voided |
| 5/11/2023 | 17750 | Zach Kozek | Varsity Baseball Official 5/12/2023 | \$ 92.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/11/2023 | 17751 | Brooks Transportation Inc. | Cal State Channel Islands field trip - Beckerman 4/17 | \$ 600.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/11/2023 | 17752 | Brooks Transportation Inc. | JA Finance Park field trip - Pratt 4/18 and 4/20 | \$ 2,349.40 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/11/2023 | 17753 | Brooks Transportation Inc. | inv 19983 Heal the Bay Aquarium field trip - Harr 4/18 | \$ 610.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/11/2023 | 17754 | Brooks Transportation Inc. | Reseda Charter HS field trip - Fluker 4/17 | \$ 550.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/11/2023 | 17755 | Brooks Transportation Inc. | Torres East LA Performing Arts Magnet field trip - Brennan 4/15 | \$ 575.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/11/2023 | 17756 | Brooks Transportation Inc. | Toyota Arena field trip - Thurow 4/15 | \$ 1,250.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/11/2023 | 17757 | Brooks Transportation Inc. | Walter Reed MS field trip - Thurow 4/14 | \$ 575.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/11/2023 | 17758 | Meredith Silva | Yearbook Ad Refund 2022-23 | \$ 187.00 | May 2023 | General Academic - Scholastic Group | Yearbook | |
| 5/11/2023 | 17759 | Amy Carter | JSEA Trip | \$ 1,480.59 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/12/2023 | 17760 | Kelly Spicers Inc.(Kelly Spicers Stores) | 11300038 paper restock | \$ 4,558.54 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/15/2023 | 17761 | LADWP | 21-May 6968788886 Shoup Utilities | \$ 3,574.07 | May 2023 | General Operations | Utilities | |
| 5/15/2023 | 17762 | Project Lead The Way, Inc. | INV 308419 Supplies for Science Class | \$ 9,055.38 | May 2023 | General Academic | Instructional Materials | |
| 5/15/2023 | 17763 | Dan's Super Subs Inc. | 05/16/23 Math Retreat Lunch Order | \$ 61.95 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/15/2023 | 17764 | Los Angeles County Metropolitan Transportation Authority | 800087854 student metro passes year2 22-23 | \$ 10,872.00 | May 2023 | ESSER III | Non Instructional Supplies | |
| 5/15/2023 | 17765 | Holly Kiamanesh | CASL Student Leadership Conference | \$ 155.31 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/15/2023 | 17766 | Paragon MSP LLC | INV-002910 March 2023 Network Consulting Services | \$ 3,125.00 | May 2023 | General Technology | Non Instructional Consulting | |
| 5/15/2023 | 17767 | Mutual of Omaha | INV 001521176952 Voluntary Disability Insurance / | \$ 1,086.14 | May 2023 | General Operations | Benefits | |
| 5/15/2023 | 17768 | Interquest Detection Canines | 02/23-03/2023 Canine Inspection INV 356-0323 | \$ 350.00 | May 2023 | General Operations | Non Instructional Consulting | |
| 5/17/2023 | 17769 | Flinn Scientific Inc. | inv 2853381 Lab Supplies for Mark/Chem Dept-Order #10108076 | \$ 545.03 | May 2023 | General Academic | Instructional Materials | |
| 5/16/2023 | 17770 | Marissa Dominguez | CA PIHRA Conference in Long Beach | \$ 77.23 | May 2023 | General Operations | Professional Development | |
| 5/15/2023 | 17771 | Arlita Ilyas | PD Meeting | \$ 103.17 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/16/2023 | 17772 | Jules Seltzer Associates | INV 234931 classroom furniture for rooms S-2, S-7, Z-10, | \$ 87,128.00 | May 2023 | General Operations | Non Capial Expenses | |
| 5/16/2023 | 17773 | LAUSD - Maintenance & Operations | INV 8617-FETU Main Hallway/Foyer Floor Abatement | \$ 134,766.74 | May 2023 | General Operations | Repairs | |
| 5/16/2023 | 17774 | California Charter Schools Association | INV 790123 Conference | \$ 2,440.00 | May 2023 | General Operations | Professional Development | |
| 5/16/2023 | 17775 | Varsity Spirit Fashions | INV 37801959 Cheer Items | \$ 1,271.02 | May 2023 | General Athletics | Non Instructional Supplies | |
| 5/16/2023 | 17776 | Daktronics, Inc. | INV 6990561 Message center | \$ 4,951.58 | May 2023 | General Operations | Non Capial Expenses | |
| 5/16/2023 | 17777 | Convergeone, Inc. | INV IE9104848 Additional and replacement Cisco phones for offices and classroom | \$ 3,460.75 | May 2023 | General Technology | Non Instructional Supplies | |
| 5/17/2023 | 17778 | Law Offices of Young, Minney & Corr, LLP | 05/23 Legal Services INV 4420 | \$ 916.50 | May 2023 | General Operations | Legal | |
| 5/17/2023 | 17779 | Law Offices of Young, Minney & Corr, LLP | 05/23 Legal Services 4423 | \$ 13,168.72 | May 2023 | General Operations | Legal | |
| 5/17/2023 | 17780 | LAUSD - Maintenance & Operations | INV 8617-2021-4F FY21 Q4 Final | \$ 26,928.52 | May 2023 | General Operations | Repairs | |

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El Camino Real HS

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Grand Total \$ 1,529,775.44

| Date | Check Number | Name | Memo | Amount | Period | Fund/Program | Account | VOID |
|-----------|--------------|---|--|--------------|----------|-------------------------------------|------------------------------|--------|
| 5/17/2023 | 17781 | Ray Lombardo | 5/17/2023 Varsity Baseball Official | \$ 92.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/17/2023 | 17782 | Mark Sawyer | 5/17/2023 Varsity Baseball Official | \$ 92.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/17/2023 | 17783 | Brad Constant Construction Inc. | INV 2023-13 Wall Décor Installation for foyer and main | \$ 31,400.00 | May 2023 | General Operations | Capitalization | |
| 5/17/2023 | 17784 | Effectual Educational Consulting Services | INV 10258 Consulting Services | \$ 220.00 | May 2023 | Special Education | Non Instructional Consulting | |
| 5/17/2023 | 17785 | Effectual Educational Consulting Services | INV 10436 Consulting Services | \$ 880.00 | May 2023 | Special Education | Non Instructional Consulting | |
| 5/18/2023 | 17786 | Corner Bakery | 5/18 World Languages Retreat Lunch | \$ 153.89 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/19/2023 | 17787 | Kaitlyn Conte | JSEA Trip | \$ 1,020.94 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/19/2023 | 17788 | Ryan Guinto | California IT in Education | \$ 53.84 | May 2023 | General Operations | Professional Development | |
| 5/19/2023 | 17789 | Jose Casas | Girls Lacrosse 4/25/2023 | \$ 96.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/19/2023 | 17790 | Deanslist Inc | 2022/23 Spring Pilot Fee | \$ 1,000.00 | May 2023 | General Academic | Subscriptions | |
| 5/19/2023 | 17791 | Kurt Kerby | ECR Baseball Tournament 4/1/2023 | \$ 86.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/19/2023 | 17792 | Francisco Aguilar | Girls JV Soccer 1/21/2023 | \$ 61.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/19/2023 | 17793 | Alex Diksas | Varsity Softball Official 5/10/2023 | \$ 84.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/19/2023 | 17794 | Cart Service USA Inc. | 1484 Cart Services | \$ 2,275.57 | May 2023 | General Operations | Repairs | |
| 5/19/2023 | 17795 | Paragon MSP LLC | INV-002928 April 2023 Network Consulting Services | \$ 3,125.00 | May 2023 | General Technology | Non Instructional Consulting | |
| 5/19/2023 | 17796 | Michael Rubin | 3/23 Vehicle rental for robotics Worlds | \$ 500.82 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/19/2023 | 17797 | Eric Choi | Green fees | \$ 327.00 | May 2023 | General Athletics | Renatls | |
| 5/19/2023 | 17798 | The Help Group-North Hills Prep School | INV ELC0323NHP Special Ed Services 03/23 | \$ 5,880.69 | May 2023 | Special Education | Non Instructional Consulting | |
| 5/19/2023 | 17799 | The Memory Project | Invoice 230465 - coordination of artwork | \$ 525.00 | May 2023 | General Operations | Non Instructional Consulting | |
| 5/19/2023 | 17800 | Daniel Chang | INV ECR-202301 Monthly Consulting Charges | \$ 940.00 | May 2023 | General Operations | Non Instructional Consulting | |
| 5/19/2023 | 17801 | Brooks Transportation Inc. | INV 20026 Santa Ana HS field trip | \$ 925.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/19/2023 | 17802 | Brooks Transportation Inc. | INV 20038 UC Santa Barbara field trip | \$ 1,700.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/19/2023 | 17803 | White's Studios, Inc. | INV 605570 & 600900 Evolis Tattoo ID Cards Replenishment and 1st semester ID cards | \$ 2,479.09 | May 2023 | General Academic | Non Instructional Supplies | |
| 5/22/2023 | 17804 | Vita Galvan-Roth | California High School Speech Association State Championship - Carlsbad 4/21-4/23 | \$ 915.17 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/22/2023 | 17805 | Nathan Shibata | Reimbursement for Iowa Robotics competition | \$ - | May 2023 | General Academic - Scholastic Group | Field Trip | Voided |
| 5/22/2023 | 17806 | CDW LLC | inv GT43961 2 Video editing desktop computer for English Department | \$ 48.84 | May 2023 | General Technology | Instructional Materials | |
| 5/22/2023 | 17807 | CDW LLC | inv GR72534 2 Video editing desktop computer for English Department | \$ 61.65 | May 2023 | General Technology | Instructional Materials | |
| 5/22/2023 | 17808 | Grainger | various supplies for facilities maintenance | \$ 798.45 | May 2023 | General Operations | Operations Supplies | |
| 5/23/2023 | 17809 | Grainger | 9125328329 Extension cord and cord protector for Alt Ed Resource Room | \$ 64.36 | May 2023 | General Operations | Operations Supplies | |
| 5/23/2023 | 17810 | Self Insured Schools of California | 5/15/23 CBR El Camino FSA | \$ 383.08 | May 2023 | General Operations | Benefits | |
| 5/22/2023 | 17811 | Eric Brinkhus | Speech and Debate Competition | \$ 73.37 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/22/2023 | 17812 | Dan's Super Subs Inc. | 5/23 Math Analysis Retreat Lunch Order | \$ 67.60 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/22/2023 | 17813 | Marta Franco | 2627646 Notary Services | \$ 15.00 | May 2023 | General Operations | Non Instructional Consulting | |
| 5/22/2023 | 17814 | Tina's Flower & Gifts | INV 1047 Roses for ALT ED | \$ 330.36 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/22/2023 | 17815 | Puja Savla | Conference | \$ - | May 2023 | General Operations | Professional Development | Voided |
| 5/22/2023 | 17816 | Puja Savla | Conference | \$ 141.90 | May 2023 | General Operations | Professional Development | |
| 5/22/2023 | 17817 | Jacob Friedberg | Classroom supplies replacement | \$ 222.21 | May 2023 | General Academic | Instructional Materials | |

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|-----------|--------------|---|---|--------------|----------|-------------------------------------|------------------------------|------|
| 5/22/2023 | 17818 | Herff Jones LLC | INV 22875973 Yearbook Stoles | \$ 635.68 | May 2023 | General Academic - Scholastic Group | Non Instructional Supplies | |
| 5/23/2023 | 17819 | Nathan Shibata | Reimbursement for Iowa Robotics competition | \$ 561.86 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/23/2023 | 17820 | Brooks Transportation Inc. | INV 20052 Walt Disney Concert Hall field trip | \$ 600.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/23/2023 | 17821 | Brooks Transportation Inc. | INV 20067 Museum of Tolerance field trip 5/17 | \$ 2,740.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/23/2023 | 17822 | Brooks Transportation Inc. | INV 20066 Six Flags Magic Mountain field trip 5/4 | \$ 750.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/23/2023 | 17823 | Brooks Transportation Inc. | INV 20070 Buses Wk of 4/17 - 4/21/2023 | \$ 6,050.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/24/2023 | 17824 | Robert Rosen | Track Starter 3/27/2023 | \$ 145.00 | May 2023 | General Athletic | Non Instructional Consulting | |
| 5/24/2023 | 17825 | Palmer Hamilton LLC | INV 0000128701 Design Agreements for Classroom Hallways and Gymnasium | \$ 12,000.00 | May 2023 | General Operations | Capitalization | |
| 5/24/2023 | 17826 | Kayla Safavi | INV 1 Lighting for Anderson Hall | \$ 6,116.00 | May 2023 | General Academic - Scholastic Group | Non Instructional Consulting | |
| 5/24/2023 | 17827 | Kayla Safavi | INV 3 Inspection and installation | \$ 3,250.00 | May 2023 | General Academic - Scholastic Group | Non Instructional Consulting | |
| 5/24/2023 | 17828 | Global Brigades Inc (Squads Abroad) | 2023 TRAVEL CONFRENCE | \$ 2,700.00 | May 2023 | General Operations | Professional Development | |
| 5/24/2023 | 17829 | Herff Jones LLC | INV 2932991 Cords/sashes/ stoles/ for senior awards | \$ 11,720.02 | May 2023 | General Academic | Non Instructional Supplies | |
| 5/24/2023 | 17830 | Minita Clark | Teacher | \$ 60.10 | May 2023 | General Operations | Professional Development | |
| 5/25/2023 | 17831 | Chris Levenson | 4/26/2023 Baseball Official Varsity | \$ 92.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/25/2023 | 17832 | Corner Bakery | 5/25/2023 LCAP PD Luncheon | \$ 86.81 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/25/2023 | 17833 | Computer-Using Educator, Inc.(CUE, Inc) | inv 032023-1203 2023 Spring CUE Conference Registration | \$ 389.00 | May 2023 | General Operations | Professional Development | |
| 5/25/2023 | 17834 | Staples Business Advantage | inv 3533186511 Student Supplies | \$ 557.13 | May 2023 | General Academic | Instructional Materials | |
| 5/26/2023 | 17835 | Rent-It | 2 20' box trucks for event on 3-5-23 @ Monrovia HS. | \$ 378.37 | May 2023 | General Academic - Scholastic Group | Rentals | |
| 5/26/2023 | 17836 | Brooks Transportation Inc. | LA Maritime Institute field trip - Lenderman 5/11 | \$ 700.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/26/2023 | 17837 | Amazon | inv 1FWT-W4WC-9YCD HBS & Science Supplies | \$ 136.81 | May 2023 | General Academic | Instructional Materials | |
| 5/26/2023 | 17838 | Staples Business Advantage | inv 3535133400 bookshelf for new counselor- 7607598057 | \$ 142.34 | May 2023 | General Operations | Supplies | |
| 5/26/2023 | 17839 | Staples Business Advantage | inv 3534217433 500/carton Dixie PerfecTouch Insulated Hot Cups, 12 oz | \$ 92.89 | May 2023 | General Operations | Supplies | |
| 5/26/2023 | 17840 | Bargreen Ellingson Inc | Cafeteria | \$ 1,067.12 | May 2023 | Cafeteria | Supplies | |
| 5/26/2023 | 17841 | Bargreen Ellingson Inc | inv 010940454 Cafeteria | \$ 10,085.78 | May 2023 | Cafeteria | Supplies | |
| 5/26/2023 | 17842 | Brooks Transportation Inc. | Pierce College field trip (Musical Show) - Brennan 5/10 | \$ 1,100.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/26/2023 | 17843 | Brooks Transportation Inc. | Buses Week of 5/1- 5/5/2023 Inv# 20165 | \$ 4,990.00 | May 2023 | General Athletics | Field Trip | |
| 5/26/2023 | 17844 | ULINE, INC. | inv 163121135 AV cart for new sound system | \$ 542.12 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/26/2023 | 17845 | Brooks Transportation Inc. | Buses Week of 5/9/2023 - 5/12/2023 Inv# 20201 | \$ 2,300.00 | May 2023 | General Athletics | Field Trip | |
| 5/26/2023 | 17846 | Madoian Enterprises Inc. (Rooter Man Plumbing) | inv 174244135, 174575008 Plumbing work | \$ 1,500.00 | May 2023 | General Operations | Non Instructional Consulting | |
| 5/25/2023 | 17847 | The Cruz Center | 04/23 Special Ed Services INV 3259 | \$ 531.25 | May 2023 | Special Education | Non Instructional Consulting | |
| 5/25/2023 | 17848 | De'Von Walkerreid (True Health 4ever LLC dba Play Black Wall Street | INV 629097 Professional Development Committee | \$ 8,999.00 | May 2023 | Title II | Non Instructional Consulting | |
| 5/25/2023 | 17849 | Gordon Rees Scully Mansukhani. LLP (Gordon & Rees LLP) | INV 21323283 and INV 1323727 Legal Services | \$ 6,668.70 | May 2023 | General Operations | Legal | |
| 5/25/2023 | 17850 | The Help Group-North Hills Prep School | INV ELC0223NHP Special Ed Services 02/23 | \$ 4,333.13 | May 2023 | Special Education | Non Instructional Consulting | |

Check Register

Account: 1796 General

El Camino Real HS

May 2023

Grand Total \$ 1,529,775.44

| Date | Check Number | Name | Memo | Amount | Period | Fund/Program | Account | VOID |
|-----------|--------------|--|---|--------------|----------|--------------------|------------------------------|--------|
| 5/26/2023 | 17851 | E.G. Brennan & Co Corp | inv i80481 SERVICE FOR PAPER CUTTER | \$ 125.00 | May 2023 | General Operations | Repairs | |
| 5/26/2023 | 17852 | TGP Enterprises, Inc. (Trans Gas Propane) | 5/8/23 Propane | \$ 195.46 | May 2023 | General Operations | Operations Supplies | |
| 5/30/2023 | 17853 | AT&T (CALNET) | 04/23 INV#000019830885 BAN#9391080024 Phone Line | \$ 25.53 | May 2023 | General Operations | Communications | |
| 5/30/2023 | 17854 | AT&T (CALNET) | 04/23 INV# 000019830887 BAN#9391080027 Phone Line | \$ 25.54 | May 2023 | General Operations | Communications | |
| 5/30/2023 | 17855 | AT&T (CALNET) | 04/23 INV# 000019830889 BAN#9391080076 Phone Line | \$ 25.53 | May 2023 | General Operations | Communications | |
| 5/30/2023 | 17856 | AT&T (CALNET) | 04/23 INV#000019830886 BAN#9391080026 Phone Line | \$ 29.95 | May 2023 | General Operations | Communications | |
| 5/30/2023 | 17857 | Abdon Rosales | 04/23 Gardening Service for Shoup | \$ 450.00 | May 2023 | General Operations | Non Instructional Consulting | |
| 5/30/2023 | 17858 | Brooks Transportation Inc. | INV 20122 Buses Week of 4/25 - 4/29/2023 | \$ 6,600.00 | May 2023 | General Athletics | Field Trip | |
| 5/30/2023 | 17859 | Dora Rojas | Padres Latinos Receipts | \$ 151.05 | May 2023 | ESSER III | Non Instructional Supplies | |
| 5/30/2023 | 17860 | Calabasas Custom Catering | 05/31/2023 PD Food | \$ - | May 2023 | General Operations | Non Instructional Supplies | Voided |
| 5/30/2023 | 17861 | Birmingham Community Charter High School | INV 5405 Extra Mile Timing Services Shared Cost | \$ 350.00 | May 2023 | General Athletics | Subscriptions | |
| 5/30/2023 | 17862 | Yantzer brothers heating and air inc | inv 2691-1 Service Call | \$ 179.50 | May 2023 | General Operations | Repairs | |
| 5/30/2023 | 17863 | Luz Maria Herrera Aguilera | Padres Latinos Workshop 5/17 and 5/31 | \$ 600.00 | May 2023 | ESSER III | Professional Development | |
| 5/30/2023 | 17864 | Yantzer brothers heating and air inc | inv I-2733-1 Service call | \$ 2,700.00 | May 2023 | General Operations | Repairs | |
| 5/30/2023 | 17865 | Michael Noe | 4/15/2023 & 4/22/2023 ECR Baseball Tournament | \$ 184.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/30/2023 | 17866 | Sidney Williamson | 4/22/2023 ECR Baseball Tournament | \$ 92.00 | May 2023 | General Athletics | Non Instructional Consulting | |
| 5/31/2023 | 17867 | Sly Graphics Corp | INV 1088 Balloons for graduation | \$ 3,167.81 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/31/2023 | 17868 | Floral Passion LLC | INV 1808 Flowers for graduation stage | \$ 1,357.80 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/31/2023 | 17869 | LA Party Rents, Inc. | INV 0000116594 Graduation chairs and podium | \$ 4,135.56 | May 2023 | General Operations | Rentals | |
| 5/31/2023 | 17870 | Bill Ferrell Co. | 36270 Graduation stage set up and removal | \$ 2,007.85 | May 2023 | General Operations | Rentals | |
| 5/2/2023 | SPACH1450 | Gordon Rees Scully Mansukhani. LLP (Gordon & Rees LLP) | INV 21312193 Legal Services 4/21/23 | \$ 1,024.80 | May 2023 | General Operations | Legal | |
| 5/2/2023 | SPACH1451 | Allied Private Investigations & Security Services, LLC | INV ELC Security Services 03/23 | \$ 878.55 | May 2023 | General Operations | Security | |
| 5/2/2023 | SPACH1452 | Nicole Gamez | Field trip to ICE 2/4/23 | \$ 41.13 | May 2023 | CTE | Instructional Materials | |
| 5/2/2023 | SPACH1453 | Nicole Gamez | Smart and Final Purchase | \$ 72.52 | May 2023 | CTE | Instructional Materials | |
| 5/2/2023 | SPACH1454 | U.S. Bank National Association | CC payment 6539 03/27/2023 | \$ 26,617.41 | May 2023 | Various | Various | |
| 5/2/2023 | SPACH1455 | The Print Spot | INV 6313 Business Cards for Teacher | \$ 80.18 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/2/2023 | SPACH1456 | Nicole Gamez | Smart and Final Purchase | \$ 245.92 | May 2023 | CTE | Instructional Materials | |
| 5/2/2023 | SPACH1457 | Piece of Mind Care Services | INV 00000139 Continuation School Services 03/2023 | \$ 9,090.20 | May 2023 | ESSER III | Non Instructional Consulting | |
| 5/3/2023 | SPACH1458 | Figdesign Inc | 3485 ECR Business cards for Brad Wright | \$ 69.90 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/4/2023 | SPACH1459 | Amazon | INV 1FDN-J6DH-494W General Supplies for the Science Department | \$ 300.20 | May 2023 | General Academic | Instructional Materials | |
| 5/4/2023 | SPACH1460 | Amazon | inv 1DFD-MXR3-6YLQ Copy media center supplies | \$ 2,390.15 | May 2023 | General Operations | Non Instructional Materials | |
| 5/4/2023 | SPACH1461 | Scoot Education Inc | 37370 Substitutes 3/06-3/09/2023 | \$ 17,867.00 | May 2023 | General Academic | Substitutes | |
| 5/4/2023 | SPACH1462 | Amazon | inv 1NNP-H9Q4-3VPL Tech Supplies | \$ 361.00 | May 2023 | General Technology | Non Instructional Materials | |
| 5/4/2023 | SPACH1463 | Amazon | INV 16M3-K9TD-FCLH LACTATION ROOM | \$ 915.86 | May 2023 | General Operations | Non Instructional Materials | |
| 5/4/2023 | SPACH1464 | Amazon | inv 13JG-7196-7X79 CLASSROOM SUPPLIES for Math Dept | \$ 345.54 | May 2023 | General Academic | Instructional Materials | |
| 5/4/2023 | SPACH1465 | Amazon | INV 1LWR-L7VJ-44VK File Folder Frame | \$ 38.30 | May 2023 | General Operations | Non Instructional Materials | |
| 5/4/2023 | SPACH1466 | Nicole Gamez | Fieldtrip to Alhambra High School | \$ 43.38 | May 2023 | CTE | Instructional Materials | |
| 5/4/2023 | SPACH1467 | Amazon | inv 14V9-V6VG-LLRW 15 Barcode scanner tracking tutoring and counseling sessions | \$ 788.10 | May 2023 | General Academic | Instructional Materials | |
| 5/4/2023 | SPACH1468 | Smart & Final | ACT# 512005 2404-02 | \$ 423.09 | May 2023 | CTE | Instructional Materials | |
| 5/4/2023 | SPACH1469 | Amazon | inv 13L3-Q7WF-L4XY Power Jack | \$ 16.41 | May 2023 | General Operations | Non Instructional Materials | |
| 5/4/2023 | SPACH1470 | Amazon | inv 1HVM-Q61Y-6JQM WASC VISIT | \$ 637.28 | May 2023 | General Operations | Non Instructional Materials | |
| 5/5/2023 | SPACH1471 | ChildCare Careers, LLC (The Education | 610989 Substitutes 4/17-4/21/23 | \$ 1,684.85 | May 2023 | General Academic | Substitutes | |
| 5/5/2023 | SPACH1472 | Scoot Education Inc | 38064 Substitutes 3/13-3/17/23 | \$ 23,727.00 | May 2023 | General Academic | Substitutes | |
| 5/5/2023 | SPACH1473 | Figdesign Inc | INV 3482 Signs | \$ 204.87 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/5/2023 | SPACH1474 | Figdesign Inc | 3488 Deposit banners and other branding items for graduation | \$ 10,930.47 | May 2023 | General Operations | Non Instructional Supplies | |

Check Register

Account: 1796 General

El Camino Real HS

May 2023

Grand Total \$ 1,529,775.44

| Date | Check Number | Name | Memo | Amount | Period | Fund/Program | Account | VOID |
|-----------|--------------|---|--|--------------|----------|---|------------------------------|------|
| 5/5/2023 | SPACH1475 | ChildCare Careers, LLC (The Education | 609903 Substitutes 4/10-4/14/23 | \$ 1,434.85 | May 2023 | General Academic | Substitutes | |
| 5/6/2023 | SPACH1476 | Nettime Solutions LLC | 04/30 INV 131464 stratustime Monthly Subscription | \$ 50.00 | May 2023 | General Technology | Subscriptions | |
| 5/6/2023 | SPACH1477 | The Print Spot | INV 6375 ECRCHS Summons | \$ 836.25 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/6/2023 | SPACH1478 | Guardian International Solutions Inc | INV 07 Security 04/23 | \$ 3,800.45 | May 2023 | General Operations | Security | |
| 5/6/2023 | SPACH1479 | Gordon Rees Scully Mansukhani. LLP (Gordon & Rees LLP) | INV 21306835 4/14/23 | \$ 3,781.60 | May 2023 | General Operations | Legal | |
| 5/6/2023 | SPACH1480 | Allied Private Investigations & Security Services, LLC | INV ELC 2303 Security Services 03/01-03/30/23 | \$ 55,377.56 | May 2023 | General Operations | Security | |
| 5/10/2023 | SPACH1481 | Judy McLean | 04/23 Payroll Services INV 3181 | \$ 3,237.50 | May 2023 | General Operations | Non Instructional Consulting | |
| 5/10/2023 | SPACH1482 | Stephanie Franklin | National Competition- hotels | \$ 5,298.84 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/10/2023 | SPACH1483 | Stephanie Franklin | National Competition- hotels | \$ 1,350.08 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/11/2023 | SPACH1484 | Impact Philanthropy Group (Sage SoCal) | May 1, 2023 Health Mental Services | \$ 38,000.00 | May 2023 | Special Education | Non Instructional Consulting | |
| 5/11/2023 | SPACH1485 | Amazon | inv 14F7-LJQ6-4FLD Supplies for Science Department | \$ 1,067.47 | May 2023 | General Academic | Instructional Materials | |
| 5/11/2023 | SPACH1486 | Stephanie Franklin | National Competition | \$ 6,909.00 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/11/2023 | SPACH1487 | Amazon | inv 1LNW-CNXF-6K7W Office supplies copy media center | \$ 352.62 | May 2023 | General Operations | Non Instructional Materials | |
| 5/11/2023 | SPACH1488 | Infinity Communications & Consulting, Inc | INV 15313 E-Rate Consulting Services Fee for FY2023 Category Two | \$ 12,750.00 | May 2023 | General Technology | Non Instructional Consulting | |
| 5/11/2023 | SPACH1489 | Golden Star Technology, Inc | INV86762 Tech Equipment | \$ 1,980.50 | May 2023 | General Technology | Non Instructional Supplies | |
| 5/13/2023 | SPACH1490 | ChildCare Careers, LLC (The Education | 613226 Substitutes 4/24-4/25/23 | \$ 1,559.85 | May 2023 | General Academic | Substitutes | |
| 5/13/2023 | SPACH1491 | Scout Education Inc | 41704 Substitutes 4/24-4/27/23 | \$ 1,317.00 | May 2023 | General Academic | Substitutes | |
| 5/13/2023 | SPACH1492 | Lindsey C. Surendranath Granted, Inc | 311 CTE Program Development Consulting services 5/2/2023 | \$ 2,500.00 | May 2023 | CTE | Non Instructional Consulting | |
| 5/16/2023 | SPACH1493 | Amazon | inv 1667-Q1CY-4KX1 Yearbook Supplies | \$ 39.77 | May 2023 | General Academic | Instructional Materials | |
| 5/16/2023 | SPACH1494 | Trees 'N' Things | 3882 Tree Trimming | \$ 6,950.00 | May 2023 | General Operations | Repairs | |
| 5/16/2023 | SPACH1495 | Trees 'N' Things | 3895 Emergency Tree Service 2/27/23 | \$ 6,000.00 | May 2023 | General Operations | Repairs | |
| 5/16/2023 | SPACH1496 | Vista Paint Corporation | 2023-937663-00 B&G Supplies | \$ 572.49 | May 2023 | General Operations | Operations Supplies | |
| 5/16/2023 | SPACH1497 | Trees 'N' Things | 3881 Tree Trim | \$ 27,975.00 | May 2023 | General Operations | Repairs | |
| 5/16/2023 | SPACH1498 | Trees 'N' Things | 3829 Emergency Tree Service 2/27/23 | \$ 4,450.00 | May 2023 | General Operations | Repairs | |
| 5/18/2023 | SPACH1499 | Amazon | inv 1T7L-MKWK-7DJT Supplies for the SPED department | \$ 868.33 | May 2023 | Special Education | Instructional Materials | |
| 5/18/2023 | SPACH1500 | Amazon | inv 177N-HNWM-7HTP Memory Card Reader | \$ 300.20 | May 2023 | General Operations | Non Instructional Materials | |
| 5/18/2023 | SPACH1501 | Amazon | inv 1P3Q-7KQ4-LK4G 2 cardboard boxes for AP testing | \$ 76.64 | May 2023 | General Academic | Instructional Materials | |
| 5/18/2023 | SPACH1502 | Amazon | inv 1GFF-XQYL-N4Y9 Office Supplies | \$ 475.92 | May 2023 | General Operations | Non Instructional Materials | |
| 5/18/2023 | SPACH1503 | Amazon | inv 1PYL-LNXN-LXTX 4 function calculator for ap testing | \$ 128.50 | May 2023 | General Academic | Instructional Materials | |
| 5/18/2023 | SPACH1504 | Amazon Web Services | 2022-2023 Annual AWS Blanket PO | \$ 948.71 | May 2023 | General Technology | Subscriptions | |
| 5/19/2023 | SPACH1505 | M & S Technology Group, LLC (The Circle) | 167270 Staples for printers | \$ 153.30 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/19/2023 | SPACH1506 | Amazon | inv 1DLG-DWF3-PQ3W office supplies-deans office | \$ 186.18 | May 2023 | General Operations | Non Instructional Materials | |
| 5/19/2023 | SPACH1507 | Stephanie Franklin | Rental Car for ACADECA | \$ 1,479.46 | May 2023 | General Academic - Scholastic Group | Field Trip | |
| 5/19/2023 | SPACH1508 | Amazon | INV 1PJR-VRJ7-P9R1 Hygiene kits and storage bins for the kits for homeless and foster youth | \$ 187.07 | May 2023 | American Rescue Plan - Homeless & Foster Youth | Non Instructional Materials | |
| 5/19/2023 | SPACH1509 | Amazon | inv 1JR7-6DPJ-LFKY AP Testing | \$ 621.54 | May 2023 | General Academic | Instructional Materials | |
| 5/19/2023 | SPACH1510 | Figdesign Inc | 3493 Business Cards for Counseling Dept. | \$ 124.54 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/19/2023 | SPACH1511 | Amazon | inv 1M97-FHPW-PP69 office supplies for new counselors | \$ 360.07 | May 2023 | General Operations | Non Instructional Materials | |
| 5/19/2023 | SPACH1512 | Amazon | inv 1XKY-HM7K-LTKW Koss SB-45 Communication Stereophones | \$ 155.75 | May 2023 | General Operations | Non Instructional Materials | |
| 5/19/2023 | SPACH1513 | Amazon | INV 1MRK-QYG7-NVG7 AAA Batteries for recorder for AP testing | \$ 64.04 | May 2023 | General Academic | Instructional Materials | |

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Account: 1796 General

El Camino Real HS

May 2023

Grand Total \$ 1,529,775.44

| Date | Check Number | Name | Memo | Amount | Period | Fund/Program | Account | VOID |
|-----------|--------------|---|---|---------------|----------|--------------------|-----------------------------------|------|
| 5/19/2023 | SPACH1514 | Amazon | inv 1LNT-DGMG-PTNG Headphones for audiovisual lessons | \$ 294.60 | May 2023 | General Academic | Instructional Materials | |
| 5/19/2023 | SPACH1515 | Staples Business Advantage | inv 3517099812 Task Chairs | \$ 2,624.61 | May 2023 | General Operations | Supplies | |
| 5/19/2023 | SPACH1516 | Amazon | inv 13MN-7G1C-MY7P certificates for senior awards | \$ 262.69 | May 2023 | General Operations | Non Instructional Materials | |
| 5/19/2023 | SPACH1517 | Figdesign Inc | 3492 Signage | \$ 401.42 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/20/2023 | SPACH1518 | The Print Spot | INV 6393 - 500 Business cards | \$ 235.43 | May 2023 | General Operations | Non Instructional Supplies | |
| 5/22/2023 | SPACH1519 | Macmillan Holdings, LLC (Holtzbrinck Publishers, LLC) MPS | 2023 Order for English Textbooks | \$ 125,260.90 | May 2023 | General Academic | Textbooks (prepaid for 23/24 FY) | |
| 5/23/2023 | SPACH1520 | Chartwells Division Services | 4/23 Cafeteria Services INVK40349074 | \$ 113,007.97 | May 2023 | Cafeteria | Food/Non Instructional Consulting | |
| 5/23/2023 | SPACH1521 | Cross Country Staffing, Inc. | INVOICES DE88114.DE88314 and DE88527 Psych Services - Special Ed Services 03/2023 | \$ 8,400.00 | May 2023 | Special Education | Non Instructional Consulting | |
| 5/23/2023 | SPACH1522 | Smart & Final | ACT# 512005 2305-01 | \$ 367.92 | May 2023 | CTE | Instructional Materials | |
| 5/23/2023 | SPACH1523 | Scoot Education Inc | 41711 Substitutes 4/24-4/28/23 | \$ 25,077.00 | May 2023 | General Academic | Substitutes | |
| 5/24/2023 | SPACH1524 | LogMein USA, Inc. | INV IN7101968711 VOIP Phone system | \$ 2,784.79 | May 2023 | General Technology | Communications | |
| 5/24/2023 | SPACH1525 | Purchase Power (Pitney Bowes) | Meter Refill Acct #0017360421 | \$ 621.72 | May 2023 | General Operations | Communications | |
| 5/24/2023 | SPACH1526 | Golden Star Technology, Inc | INV86386 Tech Equipment | \$ 1,957.00 | May 2023 | General Technology | Non Instructional Supplies | |
| 5/24/2023 | SPACH1527 | Piece of Mind Care Services | INV 00000140 Students Support Services 04/23 | \$ 80,863.70 | May 2023 | Special Education | Non Instructional Consulting | |
| 5/25/2023 | SPACH1528 | The Webstaurant Store, Inc. | R85754929 Refridgerator | \$ 3,353.00 | May 2023 | Cafeteria | Non Captial Expenses | |
| 5/25/2023 | SPACH1529 | B&H Foto & Electronics Corp | inv 211020301 cameras & accessories | \$ 70.25 | May 2023 | General Academic | Instructional Materials | |
| 5/25/2023 | SPACH1530 | B&H Foto & Electronics Corp | inv 211026429 cameras & accessories | \$ 82.09 | May 2023 | General Academic | Instructional Materials | |
| 5/25/2023 | SPACH1531 | Project Lead The Way, Inc. | inv 378810 notebooks | \$ 125.93 | May 2023 | General Academic | Instructional Materials | |
| 5/25/2023 | SPACH1532 | B&H Foto & Electronics Corp | inv 211025495 cameras & accessories | \$ 5,103.51 | May 2023 | General Academic | Instructional Materials | |
| 5/26/2023 | SPACH1533 | Inspire Communication, Inc | INV EC2023430 Speech-Language Services 04/23 | \$ 17,440.00 | May 2023 | Special Education | Non Instructional Consulting | |
| 5/27/2023 | SPACH1534 | Piece of Mind Care Services | INV 00000141 Continuation School Services 04/2023 | \$ 6,099.45 | May 2023 | ESSER III | Non Instructional Consulting | |
| 5/27/2023 | SPACH1535 | Chartwells Division Services | INV 4034900146 Teacher Retreats 5/9, 5/10, 5/11, 5/16 & 5/18 | \$ 162.00 | May 2023 | General Operations | Non Instructional Supplies | |

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Account: 1761 General

El Camino Real HS

May 2023

Grand Total \$ 633,939.85

| Date | Check Number | Name | Memo | Amount | Period | Fund/Program | Account |
|-----------|----------------|---|------------------------------|---------------|----------|--------------------|-------------------|
| 5/2/2023 | ACH230502-01 | PenServ Plan Services, Inc. | PENSERV APR 30 2023 | \$ 33,139.50 | May 2023 | General Operations | 403B |
| 5/3/2023 | ACH230503-01 | Solupay Merchant | xx1886 Merchant fees | \$ 572.60 | May 2023 | General Operations | Fees |
| 5/3/2023 | ACH230503-02 | Solupay Merchant | xx0888 Merchant fees | \$ 71.39 | May 2023 | General Operations | Fees |
| 5/3/2023 | ACH230503-03 | Solupay Merchant | xx1886 pci compliance fees | \$ 2.95 | May 2023 | General Operations | Fees |
| 5/3/2023 | ACH230503-04 | Solupay Merchant | xx0888 pci compliance fees | \$ 2.95 | May 2023 | General Operations | Fees |
| 5/9/2023 | ACH230509-01 | U.S. Bank National Association (OPEB) | OPEB PAYMENT - MAY 2023 | \$ 220,000.00 | May 2023 | General Operations | Benefits |
| 5/17/2023 | ACH230517-01 | PenServ Plan Services | PENSERV - MAY 15 2023 | \$ 1,042.50 | May 2023 | General Operations | 403B |
| 5/17/2023 | ACH230517-02 | Texas Life Insurance Company | TEXAS LIFE - MAY 15 2023 | \$ 716.28 | May 2023 | General Operations | Supplemental Life |
| 5/19/2023 | ACH230519-01 | City National Bank | Dep Adj \$5 or Less | \$ 1.00 | May 2023 | General Operations | Fees |
| 5/22/2023 | ACH20230522-01 | Self Insured Schools of California | SISC HEALTH - MAY 2023 | \$ 376,964.87 | May 2023 | General Operations | Benefits |
| 5/23/2023 | ACH230523-01 | California Department of Tax & Fee Administration | 2305 CDTFA Sales and use tax | \$ 1,425.81 | May 2023 | General Operations | Fees |

| | | |
|--|--------------|--------------|
| **payment amount towards retiree benenfits | certificated | \$ 28,730.12 |
| | classified | \$ 8,517.94 |

El Camino Real Charter High School
A/P Vendor Month/YTD
May 2023

| Vendor Name | May 2023 | Grand Total |
|--|--------------|---------------|
| 3477 Solupay | | \$ 967.96 |
| 360 Custom Commercial Kitchen | | \$ 23,100.00 |
| 4imprint, Inc. | | \$ 321.14 |
| 818 Cleaners | | \$ 8,334.00 |
| Abdon Rosales | \$ 450.00 | \$ 14,100.00 |
| Accrediting Commission for Schools | | \$ 1,610.00 |
| Administrative Services CO-OP DbA Yellow Cab | \$ 8,334.60 | \$ 19,977.00 |
| Adobe Systems Incorporated | | \$ 1,800.00 |
| Adrian Medellin Salcedo | | \$ 975.00 |
| Adrin Santiago | | \$ 190.00 |
| Aeries Software | \$ 200.00 | \$ 24,848.05 |
| Afolabi, Muideen | \$ 84.00 | \$ 230.00 |
| AFSCME District Council 36 | \$ 1,888.35 | \$ 22,375.55 |
| Ahmed Ibrahim | | \$ 89.00 |
| AKD Ink/AKidzdream Inc | | \$ 4,218.56 |
| Aleksandr Mikhailov | | \$ 150.00 |
| Alex Diksas | \$ 84.00 | \$ 84.00 |
| Alex Gorin | | \$ 244.00 |
| Algae Solutions, Inc. (Advantidge) | | \$ 2,455.35 |
| Alison Tran | | \$ 250.00 |
| Alison Yedor | | \$ 837.18 |
| All American Sports Corp. (Riddell/All American) | | \$ 11,411.84 |
| Allen Sorlisyaghoub | | \$ 72.00 |
| Allied Private Investigations & Security Services, LLC | \$ 56,256.11 | \$ 453,456.38 |
| Allison Lee | | \$ 113.84 |
| Alonzo Solarez | | \$ 88.79 |
| Alyssa Lee | | \$ 4,342.42 |
| Amanda N Sanchez | | \$ 438.50 |
| Amazon | \$ 11,567.25 | \$ 98,361.37 |
| Amazon Web Services | \$ 948.71 | \$ 17,312.46 |
| American Choral Directors Association | | \$ 125.00 |
| American Fidelity Assurance Company | \$ 3,873.89 | \$ 51,330.35 |
| American Scholastic Evaluation/ American Scholastic Mathematics Assn | | \$ 100.00 |
| Amie Yansick | | \$ 3.50 |
| Amy Carter | \$ 1,480.59 | \$ 1,480.59 |
| Anastacia Yolo | | \$ 500.00 |
| Andrew Krezinger | | \$ 600.00 |
| Anita Gruen | | \$ 899.40 |
| Anna Singer | | \$ 96.00 |
| Anthony Corona | | \$ 188.00 |
| AP fbo EdLogical Group Corp | \$ 23,673.03 | \$ 289,709.08 |
| Ares Sportswear | \$ 436.15 | \$ 2,177.45 |
| Ariella Gomez | \$ 125.00 | \$ 125.00 |
| Arleta Ilyas | \$ 103.17 | \$ 103.17 |

El Camino Real Charter High School
A/P Vendor Month/YTD
May 2023

| Vendor Name | May 2023 | Grand Total |
|--|--------------|---------------|
| Arrae Promotions | | \$ 7,300.00 |
| Arthur J. Gallagher & Co. Insurance Brokers of CA., Inc. | | \$ 10,516.42 |
| AT&T (CALNET) | \$ 106.55 | \$ 1,213.68 |
| AT&T 0810 | | \$ 2,918.81 |
| AT&T 3635 | | \$ 2,626.49 |
| AT&T 4152 | | \$ 2,513.95 |
| AT&T 6340 | | \$ 2,338.72 |
| AT&T 8815 | | \$ 2,794.19 |
| AT&T 9132 | \$ 3,599.93 | \$ 23,002.43 |
| AT&T 9221 | \$ 458.67 | \$ 5,178.21 |
| Atkinson, Andelson, Loya, Ruud And Romo | | \$ 949.00 |
| AUDRA HERRERA | | \$ 160.00 |
| Austin Onwudachi | | \$ 192.59 |
| AV Masters, Inc | | \$ 2,632.45 |
| Avedis Zildjian Company | | \$ 829.83 |
| Aviata Sports LLC | | \$ 1,322.50 |
| AVID Center | | \$ 4,809.00 |
| B&H Foto & Electronics Corp | \$ 5,255.85 | \$ 25,479.84 |
| Bailey Hooper | | \$ 4,170.58 |
| Barbara Stanoff | | \$ 243.47 |
| Bargreen Ellingson Inc | \$ 11,152.90 | \$ 203,112.23 |
| Baron Championship Rings Ltd. | \$ 969.07 | \$ 969.07 |
| Ben Hunter | | \$ 133.00 |
| Benedictine College | | \$ 150.00 |
| Beth Corbett | \$ 1,000.65 | \$ 3,523.03 |
| Bilingual Foundation of the Arts | | \$ 1,215.00 |
| Bill Ferrell Co. | \$ 2,007.85 | \$ 2,007.85 |
| Binh Lam | | \$ 48.12 |
| Birmingham Community Charter High School | \$ 350.00 | \$ 13,110.00 |
| Blue Ribbon Styles | | \$ 1,559.56 |
| BoardOnTrack | | \$ 5,000.00 |
| BOATHOUSE ROW SPORTS LTD (BOATHOUSE SPORTS) | | \$ 5,496.15 |
| Bob Paredes | \$ 92.00 | \$ 276.00 |
| Box Six | | \$ 1,850.00 |
| Brad Constant Construction Inc. | \$ 31,400.00 | \$ 31,400.00 |
| Brad Wright | | \$ 449.91 |
| Brandon King | | \$ 900.00 |
| Brandon Krausen | | \$ 45.50 |
| Brandon Samson | | \$ 765.00 |
| Brenda M Serpas | | \$ 5,000.00 |
| Brett A Schwab | | \$ 4,000.00 |
| Brian Nunez | | \$ 3,500.00 |
| Brigido Cota-Lorenz | | \$ 238.00 |
| Brooks Transportation Inc. | \$ 54,194.40 | \$ 237,399.25 |

El Camino Real Charter High School
A/P Vendor Month/YTD
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| Vendor Name | May 2023 | Grand Total |
|---|-------------|--------------|
| Bryan Vadhin | | \$ 1,000.00 |
| BSN Sports LLC | \$ 414.46 | \$ 62,601.38 |
| Burnsville Band Boosters Association | | \$ 2,400.00 |
| Burroughs Girls Basketball | | \$ 1,420.00 |
| BYU Continuing Education Independent Study | | \$ 289.00 |
| CA Association of Directors of Activities | | \$ 10,305.00 |
| Calabasas Custom Catering | \$ 4,201.87 | \$ 7,428.87 |
| Calabasas High School | | \$ 1,236.01 |
| California Association of African American Superintendents Administrators | | \$ 795.00 |
| California Charter Schools Association | \$ 2,440.00 | \$ 2,440.00 |
| California Chicken Cafe | | \$ 225.74 |
| California Department of Education | | \$ 883.98 |
| California Department of Tax & Fee Administration | \$ 1,425.81 | \$ 7,725.86 |
| California FCCLA | | \$ 3,639.00 |
| California High School Speech Association | | \$ 310.00 |
| California Institute of Emergency Medical Training | | \$ 4,195.00 |
| California Mathematics Council | | \$ 250.00 |
| California Mathematics League | | \$ 90.00 |
| California Scholarship Federation Inc | | \$ 150.00 |
| California State University, Northridge | | \$ 3,000.00 |
| California Teachers Association | | \$ 195.00 |
| Camarillo High School | | \$ 450.00 |
| Cambrass Corp. DBA Stomvi USA | | \$ 53,660.60 |
| Cameron Maury | \$ 155.10 | \$ 155.10 |
| CAMILLE KING | | \$ 1,508.18 |
| Canon Solutions America, Inc | | \$ 2,441.72 |
| Canyon Del Oro | | \$ 630.00 |
| Canyon High School | | \$ 450.00 |
| Canyon HS ASB | | \$ 400.00 |
| Cara Blumfield | | \$ 172.66 |
| Careers through Culinary Arts Program, Inc. | | \$ 3,640.00 |
| Carissa Mendez | | \$ 136.00 |
| Carlos Astorga | | \$ 184.00 |
| Carmen Martinez | | \$ 209.00 |
| Carolina Biological Supply Co. | | \$ 3,976.24 |
| Cart Service USA Inc. | \$ 2,275.57 | \$ 40,373.19 |
| Cascade Athletic Supply Co Inc | | \$ 9,032.75 |
| Castro, JR | | \$ 181.00 |
| Cavalier Printing | | \$ 2,175.00 |
| CDW LLC | \$ 110.49 | \$ 37,952.90 |
| CE Educational Tours (CE Tours) | | \$ 39,885.00 |
| Cengage Learning Inc | | \$ 6,275.20 |
| Cengage Learning Inc/ Gale | | \$ 26,941.95 |
| Centobene, Maryann | | \$ 231.00 |

El Camino Real Charter High School
A/P Vendor Month/YTD
May 2023

| Vendor Name | May 2023 | Grand Total |
|---|-----------------|--------------------|
| Cesar Rosales | \$ 125.00 | \$ 125.00 |
| Chaminade College Prep High School | | \$ 500.00 |
| Charisse James | | \$ 159.00 |
| CharterSafe | | \$ 726,689.40 |
| Chartwells Division Services | \$ 113,169.97 | \$ 1,270,167.23 |
| Chatsworth Arena Soccer League | | \$ 200.00 |
| Chatsworth High School | | \$ 1,504.40 |
| Child and Family Guidance Center | \$ 4,541.18 | \$ 48,998.30 |
| ChildCare Careers, LLC (The Education Team) | \$ 4,679.55 | \$ 45,585.50 |
| Chris Levenson | \$ 92.00 | \$ 362.00 |
| Chris Meyerson | | \$ 86.00 |
| Chris Nevil | | \$ 96.00 |
| Chris Racina | \$ 178.00 | \$ 178.00 |
| Chris Thomas | | \$ 81.00 |
| Christy White Accountancy Corporation (Christy White, Inc.) | | \$ 19,768.50 |
| CIF LA City Section | | \$ 11,667.00 |
| Cimarron Sign Services, Inc. | | \$ 902.35 |
| Cindy Sanchez | | \$ 13.50 |
| City National Bank | \$ 1.10 | \$ 8,586.66 |
| City of Calabasas | | \$ 1,179.00 |
| City of Los Angeles | \$ 1,440.00 | \$ 1,707.00 |
| City of Los Angeles Fire Dept. - CUPA | | \$ 3,592.00 |
| City-Wide Fire Protection, Inc | | \$ 2,121.61 |
| Claremont High School | | \$ 457.00 |
| Clark Holden | | \$ 16.50 |
| Clark Pest Control | | \$ 162.00 |
| Claudia Velasco | \$ 1,942.85 | \$ 1,942.85 |
| CNC Costumes | | \$ 185.00 |
| College Board | | \$ 67,325.08 |
| Colson Phillip | | \$ 536.10 |
| Columbia University | | \$ 80.00 |
| Computer-Using Educator, Inc.(CUE, Inc) | \$ 389.00 | \$ 1,167.00 |
| Concord Theatrical Corp | | \$ 930.00 |
| Concourse Team Express | | \$ 4,035.00 |
| CONFIDENTIAL | | \$ 45,156.90 |
| Conrad Sun LLC (Ren Athletics) | | \$ 2,862.25 |
| Consuela Almeda | \$ 125.00 | \$ 125.00 |
| Consuelo Escobar | | \$ 54.00 |
| Convergeone, Inc. | \$ 3,460.75 | \$ 3,710.92 |
| Corinne Brennan | | \$ 512.00 |
| Corner Bakery | \$ 240.70 | \$ 8,812.03 |
| Countdown Printables | | \$ 12,171.22 |
| Courtyard Pharmacy | | \$ 850.00 |
| Coutin School LLC | | \$ 18,211.08 |

El Camino Real Charter High School
A/P Vendor Month/YTD
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| Vendor Name | May 2023 | Grand Total |
|---|-------------|--------------|
| Covantia, Inc. | | \$ 32,230.00 |
| Craig Collar | | \$ 238.00 |
| Craig Frazier | | \$ 184.00 |
| Cross Country Staffing, Inc. | \$ 8,400.00 | \$ 36,000.00 |
| CTBOOK HOLDINGS LLC (Bulk Bookstore) | | \$ 13,566.40 |
| Cyd Zeigler | | \$ 190.00 |
| Daktronics, Inc. | \$ 4,951.58 | \$ 4,951.58 |
| Dan Klein | \$ 86.00 | \$ 172.00 |
| Dana Lukic | | \$ 46.50 |
| Daniel Chang | \$ 940.00 | \$ 3,200.00 |
| Daniel Olson | \$ 92.00 | \$ 386.00 |
| Daniela Hernandez | \$ 580.00 | \$ 916.15 |
| Danny Vargas | | \$ 81.00 |
| Dan's Super Subs Inc. | \$ 288.85 | \$ 863.05 |
| Darcus Townsend | | \$ 73.00 |
| Darryl Wade | | \$ 110.00 |
| Dave & Buster's Entertainment, Inc. | | \$ 12,303.16 |
| Dave Wise | | \$ 65.00 |
| David L Spencer | | \$ 170.00 |
| David Lee | | \$ 94.24 |
| David Musso | | \$ 73.00 |
| David Rosen | | \$ 83.00 |
| David Rosenberg | | \$ 162.00 |
| David Sanchez | | \$ 245.00 |
| Davis Publications, Inc | | \$ 3,128.85 |
| Dean Bennett | | \$ 155.69 |
| Deanslist Inc | \$ 1,000.00 | \$ 1,000.00 |
| Decker Inc. | | \$ 4,563.59 |
| DemiDec Corporation | | \$ 1,177.13 |
| Denise Ataei | | \$ 69.60 |
| Dennis Roy | \$ 86.00 | \$ 86.00 |
| Deny Sportswear | \$ 637.29 | \$ 5,519.57 |
| Department of Justice (State of CA) | | \$ 2,801.00 |
| Derrick Walker | | \$ 159.00 |
| Deven Rasey | | \$ 329.00 |
| Devon Reese | | \$ 133.00 |
| De'Von Walkerreid (True Health 4ever LLC dba Play Black Wall Street | \$ 8,999.00 | \$ 8,999.00 |
| Diana Coosemans | | \$ 131.75 |
| Dick Blick Holdings (Blick Art Materials) | \$ 919.47 | \$ 1,586.19 |
| Dick Morris Memorial | | \$ 160.00 |
| Donna Bennett | | \$ 93.61 |
| Donny Elmasry | | \$ 115.00 |
| Dora Rojas | \$ 151.05 | \$ 185.37 |
| Douglas Fabrick | | \$ 798.00 |

El Camino Real Charter High School
A/P Vendor Month/YTD
May 2023

| Vendor Name | May 2023 | Grand Total |
|--|-----------------|--------------------|
| Downey High School Robotics | | \$ 150.00 |
| Drew Spooner | | \$ 86.00 |
| Drizen-dohs Corporate Communications, Inc. | | \$ 5,987.15 |
| DS Honda Construction Management, Inc | | \$ 18,963.69 |
| DTASC | | \$ 766.00 |
| Dwayne Finley | | \$ 92.00 |
| Dwayne Johnson | | \$ 81.00 |
| E.G. Brennan & Co Corp | \$ 125.00 | \$ 400.00 |
| ECOBEE LTD | | \$ 240.00 |
| EDD (Employment Development Dept.) | | \$ 28,788.77 |
| Eddie Hwang | | \$ 178.00 |
| Eddie Miller | | \$ 150.00 |
| Educatus International (Attn Paul McLaughlin) | | \$ 45,055.00 |
| Edward Hwang | | \$ 171.00 |
| Edwin Ramirez | | \$ 78.00 |
| EEC Acquisition LLC (Smart Care Equipment Solutions) | | \$ 673.66 |
| Effectual Educational Consulting Services | \$ 1,100.00 | \$ 1,760.00 |
| Efren Avila | | \$ 448.00 |
| Elizabeth Barton | | \$ 2,200.00 |
| Ely Bryant | | \$ 73.00 |
| Elyana Nadres | | \$ 372.37 |
| Embassy Suites by Hilton Anaheim South | | \$ 632.83 |
| Emily Bowen | | \$ 19.76 |
| Emmaruth Berdan | | \$ 26.50 |
| Employment Development Department | | \$ 90,306.30 |
| Enome, Inc. (Goalbook) | | \$ 11,685.00 |
| Enrique Velarde | | \$ 360.00 |
| Enriqueta Loera | \$ 847.77 | \$ 1,246.68 |
| Epic Sports, Inc. | | \$ 2,090.09 |
| ePromos Promotional Products LLC | | \$ 738.25 |
| Eric A Johnson-Greer | | \$ 960.00 |
| Eric Brinkhus | \$ 73.37 | \$ 173.31 |
| Eric Choi | \$ 859.75 | \$ 1,437.49 |
| Eric Fitzpatrick | | \$ 188.00 |
| Errol Colin | | \$ 92.00 |
| Esha E Mathew | | \$ 250.00 |
| Esther Yanez | \$ 286.00 | \$ 1,076.00 |
| Evan Coleman | \$ 704.42 | \$ 1,343.83 |
| Evgeny Sedov | | \$ 146.00 |
| EWC California, Inc. (AAA Label Factory) | \$ 1,030.60 | \$ 6,693.37 |
| Ewing Irrigation Products, Inc. | | \$ 3,129.76 |
| ExploreLearning, LLC | | \$ 920.00 |
| Extra Mile Timing / Corr-Robinett, Scott | | \$ 895.00 |
| FC Management Services (PC Recycle) | | \$ 90.00 |

El Camino Real Charter High School
A/P Vendor Month/YTD
May 2023

| Vendor Name | May 2023 | Grand Total |
|--|--------------|---------------|
| FedEx | \$ 81.49 | \$ 944.42 |
| Fence Factory | | \$ 11,861.50 |
| Fence Factory Rentals | | \$ 910.00 |
| Fernando Delgado | | \$ 4,144.83 |
| Festivals of Music, Inc. | | \$ 6,136.00 |
| Figdes Services and Maintenance Inc. | | \$ 2,475.00 |
| Figdesign Inc | \$ 11,731.20 | \$ 46,442.52 |
| Fiona McNabb | | \$ 138.11 |
| First Class Events | \$ 71,000.00 | \$ 167,700.00 |
| Fletcher Isler | | \$ 146.00 |
| Flinn Scientific Inc. | \$ 545.03 | \$ 20,721.05 |
| Floral Passion LLC | \$ 1,357.80 | \$ 2,836.06 |
| Fontana High School Band Boosters | | \$ 600.00 |
| Francisco Aguilar | \$ 61.00 | \$ 205.00 |
| Fred J. Miller, Inc | | \$ 1,462.27 |
| Fresno County Superintendent of Schools | | \$ 9,500.00 |
| Front Porch. Inc dba Get More Math | | \$ 21,000.00 |
| Fulgent Genetics | | \$ 55.00 |
| Fun CPR Training | | \$ 1,110.00 |
| Gadi Libman | | \$ 59.00 |
| Garbanzo | | \$ 1,490.00 |
| Gardena Valley News | | \$ 1,232.87 |
| Garth Sanders | | \$ 162.00 |
| Gary Greenbaum | | \$ 96.00 |
| Gary Murphy | | \$ 148.50 |
| Gegham Vardanyan | | \$ 83.00 |
| George A Jackson III | | \$ 2,900.00 |
| German Hernandez | \$ 2,432.00 | \$ 3,978.70 |
| Gevork Gevorkyan | | \$ 167.00 |
| Glazier Football Clinics | | \$ 450.00 |
| Global Brigades Inc (Squads Abroad) | \$ 2,700.00 | \$ 2,700.00 |
| Golden Star Technology, Inc | \$ 3,937.50 | \$ 647,809.19 |
| Golden West Sash Door, LLC | | \$ 825.63 |
| Golf Team Products | | \$ 122.00 |
| Goodheart-Willcox Publisher | | \$ 67,317.91 |
| GOODSUITE (Copier Headquarters, Inc) | | \$ 1,705.04 |
| Gopher | | \$ 3,315.48 |
| Gordon Rees Scully Mansukhani. LLP (Gordon & Rees LLP) | \$ 11,475.10 | \$ 33,404.00 |
| GraceNotes LLC | | \$ 513.00 |
| Grad Awards LLC | | \$ 251.14 |
| Grainger | \$ 862.81 | \$ 862.81 |
| Grand G&G Inc. | \$ 1,910.33 | \$ 6,843.39 |
| Grant A. Horn | \$ 2,400.00 | \$ 4,700.00 |
| Greg Tilson | | \$ 155.00 |

El Camino Real Charter High School
A/P Vendor Month/YTD
May 2023

| Vendor Name | May 2023 | Grand Total |
|---|--------------|---------------|
| Greg Yamin | \$ 184.00 | \$ 184.00 |
| Gregory W Smith | | \$ 580.00 |
| Grizzly Industrial, Inc. | | \$ 961.12 |
| Grover Cleveland High School | | \$ 1,119.73 |
| Guardian International Solutions Inc | \$ 3,800.45 | \$ 31,016.37 |
| Guy Z Prihar APC | | \$ 3,000.00 |
| Hakop Kaplanyan | | \$ 166.00 |
| Hal Leonard LLC (Noteflight LLC) | | \$ 849.00 |
| Harborlites Chapter of Sweet Adelines International | | \$ 1,050.00 |
| Hardwoods Specialty Products US LP | | \$ 11,252.58 |
| Harrow Sports, Inc. (Next Level Resource Partners, LLC) | | \$ 3,958.74 |
| Hart High School | | \$ 1,650.00 |
| HD Print Design | | \$ 2,609.04 |
| Heal the Bay Aquarium | | \$ 300.00 |
| Healy Awards | | \$ 1,895.94 |
| Heidi Hutson | \$ 555.50 | \$ 7,050.82 |
| Henry Carpio | | \$ 232.00 |
| Henry Matute | | \$ 331.00 |
| Henry Mekjian | | \$ 159.00 |
| Henry Schein | | \$ 3,370.95 |
| Herff Jones Company | | \$ 163.98 |
| Herff Jones LLC | \$ 12,355.70 | \$ 19,819.83 |
| Hess & Associates | | \$ 1,730.00 |
| Holiday Inn Carlsbad San Diego | | \$ 2,089.18 |
| Holly Kiamanesh | \$ 155.31 | \$ 2,317.41 |
| Home Campus | | \$ 695.00 |
| Home Depot U.S.A., Inc. (The Home Depot Pro) | | \$ 11,088.34 |
| Honors Graduation | | \$ 531.74 |
| Hot Dogger Tours, Inc. (Gold Coast Tours) | | \$ 11,451.40 |
| Houghton Mifflin Harcourt | | \$ 2,000.00 |
| Hudl | | \$ 3,299.00 |
| Human Rights Campaign Foundation | | \$ 7,100.00 |
| Hype Socks, LLC | | \$ 7,585.62 |
| Ian J Kogan | | \$ 1,095.08 |
| ICON School Management | \$ 8,000.00 | \$ 88,000.00 |
| Illene Peevyhouse | \$ 411.00 | \$ 411.00 |
| Imagists Inc | | \$ 20,500.00 |
| Iman Khorramian | | \$ 80.00 |
| Immersionvegas, LLC (Bodies 2.0) | | \$ 5,398.00 |
| Impact Cheer & Tumbling | | \$ 2,025.00 |
| Impact Philanthropy Group (Sage SoCal) | \$ 38,000.00 | \$ 281,942.69 |
| Infinity Communications & Consulting, Inc | \$ 12,750.00 | \$ 16,150.00 |
| Infobase Holdings, Inc. | | \$ 11,822.36 |
| Ingraham Trophies and Gifts | | \$ 44.10 |

El Camino Real Charter High School
A/P Vendor Month/YTD
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| Vendor Name | May 2023 | Grand Total |
|--|--------------|---------------|
| In-N-Out Burger | | \$ 2,634.44 |
| Inspire Communication, Inc | \$ 17,440.00 | \$ 169,632.50 |
| Instructure, Inc | | \$ 30,660.00 |
| International Academy of Science(CybrSchool LLC) | | \$ 12,500.00 |
| International Cultural Exchange Service (ICES) | | \$ 68,000.00 |
| Interquest Detection Canines | \$ 350.00 | \$ 1,575.00 |
| Iolani School | | \$ 425.00 |
| Itinera Docentia, LLC | | \$ 2,150.00 |
| ITW Food Equipment Group LLC (Hobart Service) | | \$ 8,418.50 |
| J Schnelldorfer PSAD | | \$ 1,025.00 |
| J Thayer Company | | \$ 2,804.26 |
| Jack Balock | | \$ 337.22 |
| Jacob Friedberg | \$ 222.21 | \$ 222.21 |
| Jacquelyn Mendoza | | \$ 26.50 |
| JAM Fire Protection, Inc. | | \$ 1,285.08 |
| James Gillis | | \$ 375.00 |
| Jamil Khan | | \$ 25.00 |
| Jamshid Shivaie | | \$ 103.00 |
| Jasmine Hunt | | \$ 44.41 |
| Jason Camp | | \$ 584.81 |
| Jason Sabolic | \$ 789.37 | \$ 1,364.44 |
| Jeena Soraya M Deen | | \$ 500.00 |
| Jeff Harris | \$ 84.00 | \$ 84.00 |
| Jerry Conca | | \$ 258.00 |
| Jersey Mike's (MAC SUBS, Inc) | | \$ 2,727.02 |
| Jesus Castro | | \$ 80.00 |
| Jesus Contreras | | \$ 321.65 |
| Jim Mulligan | | \$ 81.00 |
| Jim Russell | \$ 91.00 | \$ 517.00 |
| Jimmy Hartt | | \$ 86.00 |
| Jive Communications, Inc. (LogMeIn Communications) | | \$ 2,673.96 |
| Jodi Borenstein | | \$ 169.28 |
| Joe Aranda | | \$ 190.00 |
| Joe Franiak | | \$ 362.00 |
| Joe Galeano | | \$ 92.00 |
| John Burroughs High School | | \$ 750.00 |
| John Call | | \$ 1,221.50 |
| John Dall | | \$ 81.00 |
| John Henderson | | \$ 86.00 |
| John Luzzi | | \$ 469.69 |
| John Orlando Vazquez | | \$ 83.27 |
| Jon Stein | | \$ 86.00 |
| Jonathan Harveson | | \$ 634.02 |
| Jones School Supply Co Inc | | \$ 409.23 |

El Camino Real Charter High School
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| Vendor Name | May 2023 | Grand Total |
|--|-----------------|--------------------|
| Jose Casas | \$ 96.00 | \$ 96.00 |
| Jose Chavez | | \$ 136.00 |
| Jose Jimenez | | \$ 77.88 |
| Jose Maldonado | | \$ 1,240.00 |
| Jose Soto | | \$ 83.00 |
| Joseph Conte | | \$ 162.00 |
| Josephine Torres | \$ 168.75 | \$ 168.75 |
| Josh Lienhard | \$ 4,682.32 | \$ 5,464.32 |
| Joshua Ostiri | | \$ 204.52 |
| Jostens, Inc | | \$ 51,344.44 |
| Joubel AS | | \$ 570.00 |
| Jovany Rodriguez Hernandez | | \$ 95.00 |
| Judy McLean | \$ 3,237.50 | \$ 27,312.50 |
| Jules Seltzer Associates | \$ 87,832.64 | \$ 170,282.64 |
| Justin Adams | | \$ 306.99 |
| Justin Graham | | \$ 128.12 |
| JW Pepper & Son, Inc | | \$ 1,583.29 |
| Kaitlyn Conte | \$ 1,020.94 | \$ 1,020.94 |
| Kami | | \$ 7,500.00 |
| Karen Owens | | \$ 31.00 |
| Karl Ross | | \$ 92.00 |
| Karl Weingartner | | \$ 288.00 |
| Karmann Hillman | | \$ 225.00 |
| Kathleen O'Connell | | \$ 49.26 |
| Katreia Mori | | \$ 500.00 |
| Kayla Safavi | \$ 9,366.00 | \$ 13,116.00 |
| Keesha Pringle | | \$ 245.00 |
| Keith Cherry | | \$ 159.00 |
| Kelly Services, Inc. | | \$ 77,544.38 |
| Kelly Spicers Inc.(Kelly Spicers Stores) | \$ 4,558.54 | \$ 4,558.54 |
| Ken Ashford | \$ 92.00 | \$ 238.00 |
| Kena Worthen | | \$ 1,036.67 |
| Kent Jacobsen | | \$ 81.00 |
| Keon Mook Lee | | \$ 119.88 |
| Kevin Thurow | | \$ 950.00 |
| Keyon Bell | | \$ 376.00 |
| Kim Bly | | \$ 110.00 |
| Kimo Atkins | | \$ 159.00 |
| Kirk A West | \$ 84.00 | \$ 234.00 |
| KTG Printing LLC | | \$ 7,093.96 |
| Kurt Kerby | \$ 196.00 | \$ 288.00 |
| Kurt Lowry | | \$ 458.00 |
| Kuta Software LLC | | \$ 1,022.00 |
| Kyle Lee | | \$ 197.72 |

El Camino Real Charter High School
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| Vendor Name | May 2023 | Grand Total |
|--|-----------------|--------------------|
| L.A. City Dept. of Recreation And Parks | \$ 305.00 | \$ 4,310.00 |
| LA Master Chorale | | \$ 150.00 |
| LA Party Rents, Inc. | \$ 4,135.56 | \$ 12,944.34 |
| La Quinta Inn by Wyndham Berkeley | | \$ 1,704.00 |
| LA Valley Foundation | | \$ 875.00 |
| LACOE, Los Angeles County Office of Education | | \$ 18,551.71 |
| LADWP | \$ 3,574.07 | \$ 53,443.06 |
| Larry Boone | | \$ 336.50 |
| Larry Crino | | \$ 276.00 |
| Larry Garnica | | \$ 110.00 |
| Larry Zerg | | \$ 293.00 |
| Lauri Spero | | \$ 45.00 |
| Laurie Finnegan | | \$ 164.09 |
| LAUSD - Maintenance & Operations | \$ 161,695.26 | \$ 516,232.49 |
| Law Offices of Young, Minney & Corr, LLP | \$ 23,619.84 | \$ 180,898.77 |
| Leana J Buccellato | | \$ 224.85 |
| Leana Martinez | | \$ 170.00 |
| Learn by Doing, Inc. | | \$ 14,062.00 |
| Lee Barnathan | | \$ 288.00 |
| Lenovo (United States) Inc. | | \$ 1,308.53 |
| Les Anderson | | \$ 143.00 |
| LightSpeed Solutions, LLC (Lightspeed Systems) | | \$ 81,812.50 |
| Liminex, Inc. (GoGuardian) | | \$ 3,745.00 |
| Lindsey C. Surendranath Granted, Inc | \$ 2,500.00 | \$ 23,935.95 |
| Lisa Borrelli | | \$ 55.50 |
| Lisa Newnan | | \$ 119.86 |
| LogMein USA, Inc. | \$ 2,784.79 | \$ 33,086.86 |
| Long Beach Forensics (California State University, Long Beach) | | \$ 220.00 |
| Los Angeles Cable Television Access Corp. | | \$ 10,000.00 |
| Los Angeles County Department of Public Health | \$ 394.00 | \$ 591.00 |
| Los Angeles County Metropolitan Transportation Authority | \$ 10,872.00 | \$ 10,872.00 |
| Los Angeles County Tax Collector | | \$ 4,383.04 |
| Los Angeles Pierce College | \$ 1,050.00 | \$ 2,250.00 |
| Love to Snack, LLC | \$ 726.00 | \$ 6,112.54 |
| LRHS Debate | | \$ 270.00 |
| LUCAS MARTINEZ | | \$ 177.16 |
| Luz Maria Herrera Aguilera | \$ 600.00 | \$ 600.00 |
| M & S Technology Group, LLC (The Circle) | \$ 153.30 | \$ 15,673.43 |
| M&M Paper Co. | | \$ 19,182.15 |
| Mackenzie H Wright | | \$ 96.00 |
| Macmillan Holdings, LLC (Holtzbrinck Publishers, LLC) MPS | \$ 125,260.90 | \$ 148,304.07 |
| Madoian Enterprises Inc. (Rooter Man Plumbing) | \$ 1,500.00 | \$ 1,500.00 |
| Magdy Abdalla | | \$ 156.00 |
| Maggiano's Inc., an Illinois corporation | | \$ 9,170.36 |

El Camino Real Charter High School
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| Vendor Name | May 2023 | Grand Total |
|---------------------------------|-------------|--------------|
| Manhattan Stitching | | \$ 3,530.47 |
| Manuel Reyes | | \$ 61.00 |
| Marantha High School | | \$ 550.00 |
| Marc Anthony M Guerra | | \$ 1,200.00 |
| Mario Matos | | \$ 111.00 |
| Marissa Dominguez | \$ 77.23 | \$ 437.06 |
| Mark Arthur | | \$ 231.00 |
| Mark Hager | | \$ 86.00 |
| Mark Sawyer | \$ 286.00 | \$ 372.00 |
| Marko Jankovic | \$ 57.00 | \$ 343.00 |
| Marta Franco | \$ 15.00 | \$ 15.00 |
| Marty Gilman Inc. (Gilman Gear) | | \$ 569.00 |
| Marvin Brent | | \$ 159.00 |
| Mary Duque | | \$ 16.50 |
| Mary M Bush | \$ 5,482.50 | \$ 17,807.50 |
| Matthew Harbourt | | \$ 190.46 |
| Matthew Wong | | \$ 78.00 |
| Matthew Wright | | \$ 714.62 |
| Max Slobodsky | | \$ 116.00 |
| Maya Zonenshtain | | \$ 225.00 |
| McCalla Company | | \$ 7,180.02 |
| McGraw-Hill Education, Inc. | | \$ 71,029.30 |
| McKenna, Steve | | \$ 194.00 |
| McMaster-Carr | | \$ 340.59 |
| Medieval Times USA, Inc. | | \$ 1,712.50 |
| Mehdi Eskandari | | \$ 89.00 |
| Melissa Ann Charters | | \$ 603.42 |
| Melissa Harr | | \$ 958.27 |
| Melvin Diaz | | \$ 133.00 |
| Meredith Silva | \$ 187.00 | \$ 187.00 |
| Merit Oil Company | | \$ 944.49 |
| MHS Inc. (Multi-Health Systems) | | \$ 950.00 |
| Micha Liberman | | \$ 29.00 |
| Michael Consoletti | | \$ 12,380.26 |
| Michael Daniels | | \$ 89.00 |
| Michael Fishman | | \$ 154.00 |
| Michael Freed | | \$ 2,400.00 |
| Michael Goode, Jr | | \$ 190.00 |
| Michael J Cardenas | | \$ 1,200.00 |
| Michael Jeff | | \$ 2,650.00 |
| Michael Lipton | | \$ 188.00 |
| Michael Lyman | | \$ 188.00 |
| Michael Noe | \$ 184.00 | \$ 184.00 |
| Michael Robinson | | \$ 18,339.86 |

El Camino Real Charter High School
A/P Vendor Month/YTD
May 2023

| Vendor Name | May 2023 | Grand Total |
|--|-------------|---------------|
| Michael Rubin | \$ 500.82 | \$ 500.82 |
| Michelle Butler | | \$ 38.50 |
| Michelle Charles | \$ 135.00 | \$ 135.00 |
| Michelle Greene | | \$ 1,331.40 |
| Michelle Harris | | \$ 73.00 |
| Mike Brown Grandstands, Inc. | | \$ 37,400.00 |
| Mike Venarde | | \$ 138.00 |
| Mike Wagner | | \$ 92.00 |
| Millennium Operations LLC (Knott's Berry Farm) | | \$ 1,672.00 |
| Minita Clark | \$ 60.10 | \$ 644.58 |
| Miro Aboolian | | \$ 73.00 |
| Misha Ostapchuk | | \$ 144.00 |
| Missael Corral | | \$ 146.00 |
| Mitchell R Cohen | | \$ 580.50 |
| Mixtus Inc dba Mustang Marketing | | \$ 2,457.84 |
| Mohamed Abdelaal | | \$ 149.00 |
| Molly Libby | | \$ 43.00 |
| Monte Murray | | \$ 92.00 |
| Moon Grad Services | | \$ 2,413.95 |
| Moore, John | | \$ 243.00 |
| Moorpark High School | | \$ 400.00 |
| Moxie Road, Inc (Five Star Painting of Woodland Hills) | | \$ 24,400.00 |
| MRC Smart Technology Solutions(SoCal Office) | | \$ 3,084.07 |
| Music Theatre International | | \$ 2,575.00 |
| Mutual of Omaha | \$ 1,086.14 | \$ 11,768.68 |
| N2Y LLC | | \$ 8,325.98 |
| Nasco Education LLC | | \$ 544.66 |
| NASSP | | \$ 385.00 |
| Nathan Shibata | \$ 1,466.65 | \$ 2,188.64 |
| National Church Solutions (Mountain Valley Printing) | | \$ 145.00 |
| National College Resources Foundation | | \$ 175.00 |
| National Speech & Debate Association | | \$ 499.00 |
| National Sports Apparel LLC | | \$ 15,972.53 |
| Nearpod Inc. | | \$ 4,000.00 |
| Nelson Bae | | \$ 201.00 |
| Nettime Solutions LLC | \$ 50.00 | \$ 550.00 |
| New Balance Athletic Shoe, Inc | | \$ 1,376.40 |
| New Tangram, LLC | | \$ 230,369.98 |
| Newbury Park High School | | \$ 1,800.00 |
| Newbury Park HS Wrestling Booster Club | | \$ 375.00 |
| Newsela, Inc. | | \$ 11,000.00 |
| Nicholas Bogner | | \$ 61.00 |
| Nick Covella | | \$ 184.00 |
| Nick Holodnak | | \$ 86.00 |

El Camino Real Charter High School
A/P Vendor Month/YTD
May 2023

| Vendor Name | May 2023 | Grand Total |
|---|-----------------|--------------------|
| Nicole Gamez | \$ 402.95 | \$ 4,009.65 |
| NJP Sports Inc | \$ 8,512.00 | \$ 8,512.00 |
| NJROTC | | \$ 875.00 |
| Noe Duran | | \$ 161.70 |
| NoRedInk Corp. | | \$ 11,000.00 |
| Northwest Evaluation Association | | \$ 46,000.00 |
| Novel Electronic Designs, Inc. | | \$ 152.95 |
| NSDA West Los Angeles District | | \$ 95.00 |
| Oak Park Unified School District | \$ 169.00 | \$ 2,360.50 |
| Oaks Christian School | | \$ 400.00 |
| Odoo, Inc. | | \$ 5,760.00 |
| Omar Astorga | | \$ 92.00 |
| On Track & Field, Inc. | | \$ 2,403.53 |
| Onsite Reprographics | | \$ 48.50 |
| OnSolve Intermediate Holding Company | | \$ 5,747.33 |
| OnTrack and Field, Inc | | \$ 614.81 |
| ORACLE Enterprises | | \$ 57,222.99 |
| Oscar Cabrera | | \$ 298.00 |
| Pacific Appliance Repair Services Inc. | | \$ 549.00 |
| Pacific Floor Company, Inc | | \$ 5,865.00 |
| Palmer Hamilton LLC | \$ 176,399.47 | \$ 186,399.47 |
| Paragon MSP LLC | \$ 6,250.00 | \$ 15,750.00 |
| Patrick J Plotnik | | \$ 200.00 |
| Paul Mar | | \$ 72.00 |
| Paul Schwake | | \$ 20.00 |
| PBWS Architects, LLP | | \$ 29,907.00 |
| Pearison Incorporated (Band Shoppe) | | \$ 2,072.35 |
| Pearson Education NCS Pearson, Inc. | | \$ 981.75 |
| PenServ Plan Services | \$ 1,042.50 | \$ 290,849.00 |
| PenServ Plan Services, Inc. | \$ 33,139.50 | \$ 34,724.50 |
| Perrybotics | | \$ 300.00 |
| Phase II Systems (Public Agency Retirement Services - PARS) | \$ 357.55 | \$ 3,912.02 |
| Phillip Galindo | | \$ 91.00 |
| Picture Perfect Graphics | \$ 216.15 | \$ 7,033.13 |
| Piece of Mind Care Services | \$ 96,053.35 | \$ 1,008,918.05 |
| Pitney Bowes | | \$ 39.00 |
| Pixellot US, Inc | | \$ 2,947.50 |
| Plastic Perfection LLC | | \$ 1,020.00 |
| Poghos Baliyan | | \$ 156.00 |
| Popcornopolis LLC | \$ 2,030.00 | \$ 4,060.00 |
| Poria Rakhsha | | \$ 72.00 |
| PowerSchool Holdings LLC (PowerSchool Group LLC) | | \$ 30,091.25 |
| Prime Booths LLC | | \$ 566.60 |
| Pro-Ed, Inc. | | \$ 1,025.00 |

El Camino Real Charter High School
A/P Vendor Month/YTD
May 2023

| Vendor Name | May 2023 | Grand Total |
|--|--------------|--------------|
| Project Lead The Way, Inc. | \$ 34,446.52 | \$ 47,290.60 |
| PS KOSHER FOOD WORKS, INC | | \$ 1,842.34 |
| PTM Document Systems, Inc. | | \$ 1,440.68 |
| Puja Savla | \$ 444.25 | \$ 624.42 |
| Purchase Power (Pitney Bowes) | \$ 621.72 | \$ 5,709.93 |
| Purple Construction, Inc | | \$ 33,648.00 |
| Pyro Spectaculars | | \$ 4,154.00 |
| Quick Uniform | | \$ 1,451.84 |
| Quintella Smith | | \$ 81.84 |
| Rachel M Markenson | | \$ 500.00 |
| Rafael Bonilla | | \$ 72.00 |
| Rafael Vega | | \$ 110.00 |
| Rajan Dosaj | | \$ 143.00 |
| Ralph Peck | | \$ 276.00 |
| Ray Allen Holt | \$ 92.00 | \$ 384.00 |
| Ray Lombardo | \$ 92.00 | \$ 270.00 |
| Rayan Barseghian | | \$ 73.00 |
| Realityworks, Inc. | | \$ 22,506.64 |
| Rent-It | \$ 2,018.02 | \$ 7,037.56 |
| Residence Inn Bakersfield | | \$ 206.44 |
| Respondus, Inc. | | \$ 4,045.00 |
| Reza Pazirandeh | | \$ 149.00 |
| Rich Skalma | \$ 93.00 | \$ 93.00 |
| Richard A Lozano | | \$ 222.00 |
| Richard Lyans | | \$ 136.00 |
| Richard Russell | | \$ 197.77 |
| Richard Yi | | \$ 338.23 |
| Rio Grande Restaurant | | \$ 3,123.30 |
| Riverside Assessments, LLC (Riverside Insights) | | \$ 1,310.48 |
| Robert Armas | | \$ 305.00 |
| Robert Evans | | \$ 86.00 |
| Robert Hacker | \$ 92.00 | \$ 92.00 |
| Robert L Clayton III | | \$ 73.00 |
| Robert Potter | | \$ 276.00 |
| Robert Rosen | \$ 145.00 | \$ 290.00 |
| Robert Sebree | | \$ 92.00 |
| Roberto D Magallon | | \$ 300.00 |
| Robosource, LLC | | \$ 324.07 |
| Robotics Education and Competition Foundation, Inc | | \$ 2,863.20 |
| Robyn Ebert | | \$ 951.06 |
| Rocio Castaneda | | \$ 85.38 |
| Rockler Companies, Inc. | | \$ 39,295.46 |
| Roger Nelson | | \$ 92.00 |
| Ronald Gough | | \$ 148.50 |

El Camino Real Charter High School
A/P Vendor Month/YTD
May 2023

| Vendor Name | May 2023 | Grand Total |
|--|---------------|-----------------|
| Ronny M Morante | | \$ 250.00 |
| Rosalinda Montague | | \$ 25.84 |
| Roy Vincent | | \$ 517.00 |
| RPS El Camino Real Charter HS Charles Schwab & Co, Inc. 2563-4428 | \$ 7,975.00 | \$ 80,725.00 |
| Ruel Poticar | | \$ 209.00 |
| Russell Stoll | | \$ 38.90 |
| Ruth Osztreicher | | \$ 224.85 |
| Ryan Guinto | \$ 128.45 | \$ 1,211.80 |
| Sacramento County of Education | | \$ 420.00 |
| Sacred Heart High School (Cross Country) | | \$ 400.00 |
| Samantha Haynes | | \$ 170.13 |
| Samuel Crutcher | | \$ 193.00 |
| San Diego County Superintendent of Schools | | \$ 159.00 |
| San Diego Lions Welfare Foundation | | \$ 600.00 |
| San Joaquin County Office of Education | | \$ 1,200.00 |
| San Pedro High School Student Body | | \$ 83.00 |
| Sandra Delgado | \$ 55.79 | \$ 111.22 |
| Sara Gutierrez | | \$ 50.00 |
| Sara Warford | | \$ 1,091.82 |
| Satoshi Kirisawa | | \$ 680.00 |
| Savage, Adam | | \$ 133.00 |
| Savvas Learning Company LLC | | \$ 16,170.32 |
| Saxon Uniform Network, Inc | | \$ 1,277.10 |
| Scantron Corporation | \$ 637.00 | \$ 2,079.67 |
| Scenario Learning, LLC (Vector Solutions) | | \$ 2,730.00 |
| School Datebooks | | \$ 1,653.57 |
| School Gate Guardian | | \$ 475.00 |
| School Outfitters LLC | | \$ 10,476.76 |
| School Services of California, Inc. | | \$ 775.00 |
| SchoolMart | | \$ 55.80 |
| Scoot Education Inc | \$ 67,988.00 | \$ 774,301.48 |
| Scott A Sterling (Sterling Construction) | | \$ 1,968.00 |
| Scott Matthews | | \$ 81.00 |
| Screen Tec (James W Peire) | | \$ 675.00 |
| SCSBOA | | \$ 2,625.00 |
| Sebastian Torres | | \$ 96.00 |
| Sedi Amirkhani | | \$ 93.00 |
| Self Insured Schools of California | \$ 382,376.00 | \$ 4,011,406.97 |
| Self Insured Schools of California - Flex Plan | | \$ 9,337.93 |
| Shaine Danbeli | | \$ 239.00 |
| Sharon Markenson | | \$ 3,000.00 |
| Shaw Contract Flooring Services Inc (Spectra Contracting Flooring) | | \$ 11,277.00 |
| Shay Diamant | | \$ 89.00 |
| Shayan Afzali | | \$ 83.00 |

El Camino Real Charter High School
A/P Vendor Month/YTD
May 2023

| Vendor Name | May 2023 | Grand Total |
|---|--------------|--------------|
| Shelly Marshall | | \$ 658.72 |
| Sheraton Mission Valley | | \$ 6,265.84 |
| Shoot A Way Inc | | \$ 6,428.00 |
| Shooters Technology LLC | | \$ 8,324.00 |
| Sidney Williamson | \$ 92.00 | \$ 92.00 |
| Simi Valley High School | | \$ 1,280.00 |
| Simon Wiesenthal Center, Inc. | | \$ 2,520.00 |
| Simone M Mueller | | \$ 7,477.50 |
| Siteimprove, Inc. | | \$ 4,048.08 |
| SJM Industrial Radio | | \$ 5,421.46 |
| SkillPath | \$ 2,565.00 | \$ 2,565.00 |
| SLB Consulting Corporation (Exchange Service International) | | \$ 62,750.00 |
| Sly Graphics Corp | \$ 3,167.81 | \$ 4,087.81 |
| Smart & Final | \$ 791.01 | \$ 9,008.76 |
| Smart Choice Investments (Teodora Healthcare) | | \$ 1,875.00 |
| SoCalGas | \$ 23.34 | \$ 274.99 |
| Soccer.com (Sports Endeavors, Inc.) | | \$ 8,182.83 |
| Softchoice Corporation | | \$ 18,124.00 |
| Solano County Office Of Education | | \$ 1,200.00 |
| Solotech U.S. Corporation | | \$ 4,380.00 |
| Solupay Merchant | \$ 649.89 | \$ 11,664.94 |
| Sophia Camberos | | \$ 500.00 |
| SOS Survival Products, Inc. | | \$ 2,055.03 |
| South Pasadena High School Tiger Booster Club | | \$ 500.00 |
| Southeastern Performance Apparel | | \$ 204.00 |
| Southern California Journalism Education Association | | \$ 380.00 |
| Southern California Vocal Association | | \$ 630.00 |
| Spectrum Enterprise 4201 | | \$ 3,822.00 |
| Spectrum Enterprise 7801 | \$ 575.00 | \$ 15,618.50 |
| Splashtop Inc. | | \$ 1,596.00 |
| Sports Imports Inc | | \$ 4,112.60 |
| Staples Business Advantage | \$ 3,416.97 | \$ 21,757.59 |
| Startup Guides LLC | | \$ 1,980.00 |
| Stats Medic LLC | | \$ 2,293.90 |
| Stay Other LLC | | \$ 792.00 |
| Stefanie Bero | | \$ 1,142.01 |
| Stephanie Cruz | | \$ 86.00 |
| Stephanie Franklin | \$ 15,037.38 | \$ 26,109.66 |
| Steve Dasher | | \$ 73.00 |
| Steve Parker | | \$ 73.00 |
| Steven Bash | | \$ 20.79 |
| Steven Burstein | | \$ 285.00 |
| Steven C Kalan | | \$ 550.00 |
| Steven Montalvo | \$ 178.00 | \$ 270.00 |

El Camino Real Charter High School
A/P Vendor Month/YTD
May 2023

| Vendor Name | May 2023 | Grand Total |
|--|--------------|--------------|
| Stonefire Grill | \$ 9,389.36 | \$ 12,649.90 |
| STS education | \$ 562.37 | \$ 562.37 |
| Student Exchange | | \$ 13,500.00 |
| Sunbelt Controls, Inc | | \$ 24,250.00 |
| Sunway, Inc | | \$ 7,476.70 |
| Suren Arzoumanian | | \$ 159.00 |
| SUSAN MOCHIRFATEMI | | \$ 123.75 |
| Susan Sims | | \$ 899.40 |
| Suzanne Lee Schuster | | \$ 287.26 |
| Sweetwater Sound Inc. | \$ 5,416.04 | \$ 28,183.52 |
| Sylvia Yi | | \$ 212.13 |
| Taft Charter High School Student Body | | \$ 496.67 |
| Tawnya Gurley | | \$ 1,400.33 |
| Team Fitz Graphics, LLC | | \$ 1,862.59 |
| Team Play Events | | \$ 15,627.24 |
| Telemedia Trainco Holdings LLC (eFoodHandlers) | | \$ 4,080.00 |
| Telvin Griffin | | \$ 105.00 |
| Temple, Bret J. | | \$ 172.00 |
| Teodoro Allen | | \$ 176.00 |
| Terrence Littlefield | | \$ 188.00 |
| Terri Keas | | \$ 224.85 |
| Terry Dupart | | \$ 1,884.13 |
| Tessondra Williams | | \$ 73.00 |
| Texas Life Insurance Company | \$ 716.28 | \$ 4,265.42 |
| TGP Enterprises, Inc. (Trans Gas Propane) | \$ 195.46 | \$ 578.17 |
| The AmGraph Group | \$ 2,700.00 | \$ 2,700.00 |
| The CLM Group Inc. | | \$ 960.86 |
| The Cruz Center | \$ 531.25 | \$ 7,000.00 |
| The Help Group-North Hills Prep School | \$ 10,213.82 | \$ 10,468.71 |
| The Home Depot | | \$ 18,875.03 |
| The Home Depot Commercial Account | | \$ 2,313.27 |
| The Lampo Group, LLC (Ramsey Solutions) | | \$ 881.28 |
| The Memory Project | \$ 525.00 | \$ 525.00 |
| The Print Spot | \$ 1,151.86 | \$ 21,702.32 |
| The Schallert Group, Inc. | | \$ 895.00 |
| The Shredders | | \$ 2,301.00 |
| The Table Group, Inc. | | \$ 500.00 |
| The Village Nation | | \$ 13,550.00 |
| The Webstaurant Store, Inc. | \$ 3,353.00 | \$ 3,353.00 |
| Thierry Didelot | | \$ 150.00 |
| Thomas Tenney | | \$ 92.00 |
| Thomas W. O'Mara Plumbing Inc | | \$ 22,710.00 |
| Thousand Oaks High School | | \$ 550.00 |
| Tim Pate | | \$ 188.00 |

El Camino Real Charter High School
A/P Vendor Month/YTD
May 2023

| Vendor Name | May 2023 | Grand Total |
|--|-----------------|--------------------|
| Timothy C Alber | | \$ 73.00 |
| Tina's Flower & Gifts | \$ 330.36 | \$ 587.69 |
| T-Mobile US, Inc. | | \$ 34,357.00 |
| TNG, LLC | | \$ 44,897.46 |
| TNT Group Inc DBA (The Drain Co) | | \$ 1,300.00 |
| Total Education Solutions (TES Therapy) | \$ 115.00 | \$ 977.50 |
| TPW, Inc. (Super Worksheets(DBA), I know It(DBA) | | \$ 375.00 |
| Traci Lambert | | \$ 36.00 |
| Trees 'N Things | \$ 45,375.00 | \$ 50,025.00 |
| Triad Sports Group Inc (Bownet Sports, ICE20) | | \$ 841.37 |
| Tri-County Forensic League | | \$ 300.00 |
| Trophyman/Best Buy Trophy | | \$ 815.78 |
| Turf Team, Inc. | | \$ 1,539.50 |
| Turnitin, LLC | | \$ 37,573.35 |
| Two Way Direct, Inc | | \$ 822.84 |
| U.S Bank PARS Account #6746022400 | \$ 641.78 | \$ 18,414.42 |
| U.S. Bank National Association | \$ 26,617.41 | \$ 199,875.11 |
| U.S. Bank National Association (OPEB) | \$ 220,000.00 | \$ 2,200,000.00 |
| U.S. Fund for UNICEF | \$ 17.25 | \$ 17.25 |
| UCLA Extension | | \$ 795.00 |
| ULINE, INC. | \$ 542.12 | \$ 9,939.47 |
| United States Academic Decathlon | | \$ 1,716.88 |
| Upland High School | | \$ 475.00 |
| UTLA | \$ 15,021.66 | \$ 180,849.99 |
| V.V. Concrete | | \$ 1,300.00 |
| Valley Industry Commerce Association | | \$ 1,210.00 |
| Vangelia Griffin-Hardie Costumes N Color | | \$ 600.00 |
| Varsity Spirit Fashions | \$ 1,271.02 | \$ 1,271.02 |
| Ventura County Office of Education Business | | \$ 17,475.00 |
| Veo Technologies Inc | | \$ 6,344.91 |
| Verizon Wireless | \$ 418.11 | \$ 3,446.36 |
| Vex Robotics, Inc | | \$ 2,051.73 |
| Vidigami Inc. (Picaboo Yearbooks) | | \$ 1,297.05 |
| Village Christian | | \$ 400.00 |
| Vincent Ramirez | \$ 443.00 | \$ 586.00 |
| Vista Paint Corporation | \$ 572.49 | \$ 2,789.09 |
| Vita Galvan-Roth | \$ 915.17 | \$ 4,791.19 |
| W.W. Norton & Company, Inc. | | \$ 13,365.76 |
| Walsworth Yearbooks | | \$ 20,528.53 |
| Warner Center Marriott | | \$ 14,315.59 |
| Waschak, Edward | | \$ 78.00 |
| Wayside Publishing | | \$ 14,139.53 |
| Weissman's Theatrical Supplies | | \$ 1,584.74 |
| Wellavita, Inc | | \$ 2,580.00 |

El Camino Real Charter High School
A/P Vendor Month/YTD
May 2023

| Vendor Name | May 2023 | Grand Total |
|---|------------------------|-------------------------|
| Wendy Strickland | | \$ 285.00 |
| Wes Charek (Wespower Electrical, Inc.) | \$ 26,206.32 | \$ 43,858.97 |
| Wespac Plan Services, LLC | | \$ 750.00 |
| West Ranch High School Band Boosters | | \$ 450.00 |
| West Valley-Warner Center Chamber of Commerce | | \$ 110.00 |
| Westchester Enriched Science Magnet | | \$ 485.00 |
| Westlake High School | | \$ 150.00 |
| WGY Solutions LLC | | \$ 6,960.00 |
| White's Studios, Inc. | \$ 2,479.09 | \$ 3,815.68 |
| Will Geer's Theatricum Botanicum | | \$ 6,670.00 |
| William Cheriegate | | \$ 133.00 |
| William Davis | | \$ 92.00 |
| William Sollima | | \$ 565.00 |
| William Wong | | \$ 1,000.00 |
| Wings over Wendys Wings News | | \$ 250.00 |
| Winter Guard Association of Southern California | | \$ 750.00 |
| WM Corporate services, INC | \$ 610.91 | \$ 9,802.20 |
| Wolcott, Chuck | | \$ 73.00 |
| Woodbridge High School | | \$ 940.00 |
| Woodland Hills Country Club | \$ 4,088.20 | \$ 9,640.20 |
| Wooly Learning, Inc. (Senor Wooly) | | \$ 1,275.00 |
| World Unispec | | \$ 9,221.40 |
| World's Finest Chocolate, Inc | | \$ 10,035.00 |
| Xavier Bruno | \$ 57.00 | \$ 57.00 |
| Yantzer brothers heating and air inc | \$ 8,459.00 | \$ 25,724.48 |
| Youth Communication New York Center, Inc. | | \$ 2,165.50 |
| Yvonne Siegel | | \$ 332.85 |
| Zabrina Zahariades | | \$ 1,585.49 |
| Zach Kozek | \$ 92.00 | \$ 92.00 |
| Zainab Fatima | | \$ 50.00 |
| Zasha Endres | | \$ 1,332.18 |
| Zevy Malmeth | | \$ 3,260.00 |
| Ziat Zahur | | \$ 182.23 |
| Zoran Lukic | | \$ 16.00 |
| Grand Total | \$ 2,296,735.87 | \$ 19,161,263.23 |

Credit Card Reconciliation Form
For the Period of: 4/27/23 - 5/25/23

| Date | Vendor | Description of Expense | Cardholder | Requested By | Amount | Resource | Budget Category |
|------------|---------------------------|------------------------------|--------------|------------------------|---------------------|--------------------|-----------------|
| 2023/05/01 | YOUCANBOOK.ME | Admissions calendar | DAVID HUSSEY | Z ENDRES | \$ 91.00 | General Operations | Subscriptions |
| 2023/05/01 | AGUAVIDA PREMIUM WATER | Staff Water | DAVID HUSSEY | J CAMP | \$ 273.81 | General Operations | Supplies |
| 2023/05/12 | SP COBRA GOLF | Golf team supplies | DAVID HUSSEY | E CHOI | \$ 825.85 | ASB Trust | Boys Golf |
| 2023/05/12 | WESTERN PSYCHOLOGICAL SER | Testing supplies | DAVID HUSSEY | J FRIEDMAN | \$ 571.60 | Special Ed | Supplies |
| 2023/05/15 | AGUAVIDA PREMIUM WATER | Staff Water | DAVID HUSSEY | J CAMP | \$ 273.81 | General Operations | Supplies |
| 2023/05/19 | SEAWORLD SAN DIEGO | Step team retreat | DAVID HUSSEY | E COLEMAN | \$ 1,674.79 | ASB Trust | Step Team |
| 2023/05/23 | HOLIDAY INN EXPRESS SAN | Step team retreat | DAVID HUSSEY | E COLEMAN | \$ 561.12 | ASB Trust | Step Team |
| 2023/05/23 | HOLIDAY INN EXPRESS SAN | Step team retreat | DAVID HUSSEY | E COLEMAN | \$ 561.12 | ASB Trust | Step Team |
| 2023/05/23 | HOLIDAY INN EXPRESS SAN | Step team retreat | DAVID HUSSEY | E COLEMAN | \$ 561.12 | ASB Trust | Step Team |
| 2023/05/23 | HOLIDAY INN EXPRESS SAN | Step team retreat | DAVID HUSSEY | E COLEMAN | \$ 561.12 | ASB Trust | Step Team |
| 2023/05/23 | HOLIDAY INN EXPRESS SAN | Step team retreat | DAVID HUSSEY | E COLEMAN | \$ 561.12 | ASB Trust | Step Team |
| 2023/05/23 | AVIS RENT-A-CAR | Step team retreat | DAVID HUSSEY | E COLEMAN | \$ 404.79 | ASB Trust | Step Team |
| 2023/05/23 | AVIS RENT-A-CAR | Step team retreat | DAVID HUSSEY | E COLEMAN | \$ 378.94 | ASB Trust | Step Team |
| 2023/05/25 | TST* CALIFORNIA CHICKEN C | PD retreat supplies | DAVID HUSSEY | M CLARK | \$ 1,848.00 | General Operations | Supplies |
| | | | | HUSSEY TOTAL | \$ 9,148.19 | | |
| | | | | | | | |
| 2023/04/27 | QR-CODE-GENERATOR.COM | QR Code generator for flyers | GREGORY WOOD | K LEE | \$ 191.88 | General Operations | Subscriptions |
| 2023/04/28 | SMARTANDFINALECOMMERCE | Food Class Supplies | GREGORY WOOD | N GAMEZ | \$ 211.00 | CTE | Supplies |
| 2023/05/02 | FLUTTRFLOW* TRIAL OVER | App hosting | GREGORY WOOD | C VALENCIA | \$ 600.00 | General Technology | Subscriptions |
| 2023/05/03 | SMARTANDFINALECOMMERCE | Food Class Supplies | GREGORY WOOD | N GAMEZ | \$ 249.17 | CTE | Supplies |
| 2023/05/03 | SIXFLAGS MM VALENCIACA | Alt Ed Field Trip | GREGORY WOOD | E COLEMAN | \$ 2,906.53 | General Academic | Field Trip |
| 2023/05/08 | NYLAS | Communications Data | GREGORY WOOD | R GUINTO | \$ 495.78 | General Technology | Subscriptions |
| 2023/05/11 | SMARTANDFINALECOMMERCE | Food Class Supplies | GREGORY WOOD | N GAMEZ | \$ 27.34 | CTE | Supplies |
| 2023/05/12 | COSTCO WHSE #0048 | Supplies | GREGORY WOOD | G PAEZ | \$ 112.50 | General Operations | Supplies |
| 2023/05/15 | URBAN PLATES #13 ONLINE | Staff Appreciation Lunch | GREGORY WOOD | M CLARK | \$ 3,148.83 | General Operations | Supplies |
| 2023/05/15 | SMARTANDFINALECOMMERCE | Food Class Supplies | GREGORY WOOD | N GAMEZ | \$ 365.48 | CTE | Supplies |
| 2023/05/15 | MAILCHIMP | E-mail communications blast | GREGORY WOOD | R GUINTO | \$ 265.00 | General Operations | Subscriptions |
| 2023/05/15 | PORTO'S BAKERY NORTHRI | Staff Appreciation Lunch | GREGORY WOOD | M CLARK | \$ 193.73 | General Operations | Supplies |
| 2023/05/16 | AMERICAN RED CROSS | First aid training | GREGORY WOOD | R RUSSELL | \$ 350.00 | General Athletics | PD |
| 2023/05/17 | 4TE*FACILITRON, INC | Athletic Training | GREGORY WOOD | R RUSSELL | \$ 1,756.41 | General Athletics | Rentals |
| 2023/05/22 | SMARTANDFINALECOMMERCE | Food Class Supplies | GREGORY WOOD | N GAMEZ | \$ 369.03 | CTE | Supplies |
| | | | | WOOD TOTAL | \$ 11,242.68 | | |
| | | | | | | | |
| | | | | | | | |
| | | | | Previous Balance | \$ 46,379.98 | | |
| | | | | Monthly Total | \$ 20,390.87 | | |
| | | | | Payments | \$ (26,617.41) | | |
| | | | | Statement Total | \$ 40,153.44 | | |
| | | | | | | | |
| | | | | | | | |



P.O. BOX 6343
FARGO ND 58125-6343



000001500 01 SP 106481746049236 S
EL CAMINO REAL CHS
ATTN DAVID HUSSEY
5440 VALLEY CIRCLE BLVD
WOODLAND HILLS CA 91367-5949

ACCOUNT NUMBER**STATEMENT DATE** 05-25-2023**AMOUNT DUE** \$40,153.44**NEW BALANCE** \$40,153.44

PAYMENT DUE ON RECEIPT

AMOUNT ENCLOSED

\$

Please make check payable to "U.S. Bank"

U.S. BANK CORPORATE PAYMENT SYSTEMS
P.O. BOX 790428
ST. LOUIS, MO 63179-0428

004015344 004015344

Please tear payment coupon at perforation.

CORPORATE ACCOUNT SUMMARY

| EL CAMINO REAL CHS | Previous Balance | Purchases And Other | Cash | Cash | Late | Credits | Payments | New = Balance |
|--------------------|---------------------|------------------------|------------|--------|----------------------|---------|-------------|------------------|
| | | + Charges | + Advances | + Fees | + Payment Charges | | | |
| Company Total | \$46,379.98 | \$20,390.87 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$26,617.41 | \$40,153.44 |

CORPORATE ACCOUNT ACTIVITY

EL CAMINO REAL CHS

TOTAL CORPORATE ACTIVITY
\$26,617.41 CR

| Post Date | Tran Date | Reference Number | Transaction Description | Amount |
|--------------|--------------|-------------------------|----------------------------------|--------------|
| 05-03 | 05-03 | 74798263123000000000015 | ELECTRONIC PYMT THANK YOU00000 A | 26,617.41 PY |

NEW ACTIVITY

DAVID HUSSEY **CREDITS** **PURCHASES** **CASH ADV** **TOTAL ACTIVITY**
\$0.00 \$9,148.19 \$0.00 \$9,148.19

| Post Date | Tran Date | Reference Number | Transaction Description | Amount |
|--------------|--------------|-------------------------|--|--------|
| 05-01 | 05-01 | 24692163121106724572902 | AGUAVIDA PREMIUM WATER 747-444-9637 CA | 273.81 |
| 05-01 | 04-28 | 74208473118000020114123 | YOU CAN BOOK.ME BEDFORD | 91.00 |
| 05-12 | 05-11 | 24011343131000038253467 | SP COBRA GOLF HTTPSWWW.COBR CA | 825.85 |
| 05-12 | 05-11 | 24436543132018461324085 | WESTERN PSYCHOLOGICAL SER 424-2018800 CA | 571.60 |
| 05-15 | 05-15 | 24692163135107915493597 | AGUAVIDA PREMIUM WATER 747-444-9637 CA | 273.81 |

CUSTOMER SERVICE CALL

800-344-5696

ACCOUNT NUMBER**ACCOUNT SUMMARY****STATEMENT DATE**

05/25/23

DISPUTED AMOUNT

.00

PREVIOUS BALANCE 46,379.98

PURCHASES &
OTHER CHARGES 20,390.87

CASH ADVANCES .00

CASH ADVANCE FEES .00

LATE PAYMENT
CHARGES .00

CREDITS .00

PAYMENTS 26,617.41

ACCOUNT BALANCE 40,153.44**SEND BILLING INQUIRIES TO:**

U.S. Bank National Association

C/O U.S. Bancorp Purchasing Card Program
P.O. Box 6335
Fargo, ND 58125-6335

AMOUNT DUE**40,153.44**



| |
|----------------------------------|
| Company Name: EL CAMINO REAL CHS |
| Corporate Account Number: |
| Statement Date: 05-25-2023 |

NEW ACTIVITY

| Post Date | Tran Date | Reference Number | Transaction Description | Amount |
|-----------|-----------|-------------------------|---|----------|
| 05-19 | 05-17 | 24941683138970017626031 | SEAWORLD SAN DIEGO 407-545-5550 FL | 1,674.79 |
| 05-23 | 05-22 | 24941353143825444686920 | AVIS RENT-A-CAR BURBANK CA U444686922 | 404.79 |
| 05-23 | 05-22 | 24941353143825444686953 | AVIS RENT-A-CAR BURBANK CA U444686955 | 378.94 |
| 05-23 | 05-21 | 24943003142708649301968 | HOLIDAY INN EXPRESS SAN SAN DIEGO CA 1792450 ARRIVAL: 05-19-23 | 561.12 |
| 05-23 | 05-21 | 24943003142708649302040 | HOLIDAY INN EXPRESS SAN SAN DIEGO CA 1792451 ARRIVAL: 05-19-23 | 561.12 |
| 05-23 | 05-21 | 24943003142708649302693 | HOLIDAY INN EXPRESS SAN SAN DIEGO CA 1792452 ARRIVAL: 05-19-23 | 561.12 |
| 05-23 | 05-21 | 24943003142708649303360 | HOLIDAY INN EXPRESS SAN SAN DIEGO CA 1792453 ARRIVAL: 05-19-23 | 561.12 |
| 05-23 | 05-21 | 24943003142708649304053 | HOLIDAY INN EXPRESS SAN SAN DIEGO CA 1786997 ARRIVAL: 05-19-23 | 561.12 |
| 05-25 | 05-24 | 24692163144102373311778 | TST* CALIFORNIA CHICKEN C 818-716-6170 CA | 1,848.00 |

| | | | | |
|---------------------|----------------|------------------|-----------------|-----------------------|
| GREGORY WOOD | CREDITS | PURCHASES | CASH ADV | TOTAL ACTIVITY |
| | \$0.00 | \$11,242.68 | \$0.00 | \$11,242.68 |

| Post Date | Tran Date | Reference Number | Transaction Description | Amount |
|-----------|-----------|-------------------------|---|----------|
| 04-27 | 04-26 | 74609053116000009532086 | QR-CODE-GENERATOR.COM BIELEFELD | 191.88 |
| 04-28 | 04-27 | 24231683117083717706451 | SMARTANDFINALECOMMERCE 510-851-8548 CA | 211.00 |
| 05-02 | 05-01 | 24492163122000006699643 | FLUTTRFLOW* TRIAL OVER HTTPSFLUTTERF CA | 600.00 |
| 05-03 | 05-02 | 24231683122083729324361 | SMARTANDFINALECOMMERCE 510-851-8548 CA | 249.17 |
| 05-03 | 05-02 | 24692163122107818402377 | SIXFLAGS MM VALENCIACA 661-255-4100 CA | 2,906.53 |
| 05-08 | 05-05 | 24011343125000056103915 | NYLAS NYLAS.COM CA | 495.78 |
| 05-11 | 05-10 | 24231683130083329212735 | SMARTANDFINALECOMMERCE 510-851-8548 CA | 27.34 |
| 05-12 | 05-11 | 24943003132898002058453 | COSTCO WHSE #0048 VAN NUYS CA | 112.50 |
| 05-15 | 05-12 | 24055233133837006582262 | URBAN PLATES #13 ONLINE 818-588-4141 CA | 3,148.83 |
| 05-15 | 05-12 | 24231683132083715052610 | SMARTANDFINALECOMMERCE 510-851-8548 CA | 365.48 |
| 05-15 | 05-12 | 24793383132000198717425 | MAILCHIMP 678-9990141 GA | 265.00 |
| 05-15 | 05-12 | 24941683133400282012878 | PORTO'S BAKERY NORTHRI GLENDALE CA | 193.73 |
| 05-16 | 05-15 | 24692163135108570448637 | AMERICAN RED CROSS 800-733-2767 DC | 350.00 |
| 05-17 | 05-16 | 24445003136200157651407 | 4TE*FACILITRON, INC 800-272-2962 CA | 1,756.41 |
| 05-22 | 05-19 | 24231683139083706875543 | SMARTANDFINALECOMMERCE 510-851-8548 CA | 369.03 |

| | |
|--------------------------|-------------|
| Department: 00000 Total: | \$20,390.87 |
| Division: 00000 Total: | \$20,390.87 |



16959 Bernardo Center Dr, Ste 201
San Diego, CA 92128

18000 Studebaker Rd, Ste 700
Cerritos, CA 90703

P 323.457.0499
F 323.457.0814

Master Services Agreement
El Camino Real Charter High School
June 9, 2023

MASTER SERVICES AGREEMENT TERMS AND CONDITIONS

THIS AGREEMENT is made this 9th day of June, 2023, ("Effective Date") by and between ICON School Management, a California corporation, having its principal office and place of business at 16959 Bernardo Center Drive, Suite 201, San Diego, CA 92128 USA ("ICON"), and El Camino Real Charter High School, a California not-for-profit corporation, having its principal office and place of business at 5440 Valley Circle Blvd, Woodland Hills, CA 91367 ("Client").

SECTION 1. SERVICES

- 1.1 Engagement. ICON agrees to perform the services ("Services") described in one or more Statements of Performance (each a "SOP") as may be entered into from time to time by Client and ICON, in accordance with the applicable SOP and these Terms and Conditions. Client agrees to engage ICON to perform the Services in accordance with the applicable SOP and these Terms and Conditions. This Master Services Agreement and all SOP are collectively referred to as this "Agreement."
- 1.2 Client Responsibilities. Client will provide safe and adequate working space and facilities, equipment and supplies, system access, and information (including all data, files, documentation, or other information necessary or appropriate for ICON's performance of Services). Client will also fulfill any additional obligations as defined in any applicable SOP. Client will be responsible for the collection and accuracy of all data necessary or appropriate for ICON to render the Services in any applicable SOP. Client understands that ICON's performance is dependent and conditioned upon Client's timely and effective performance of all responsibilities under this paragraph. Client's failure to fulfill any obligations under this paragraph will not relieve Client of any obligations to pay ICON under Section 3 of this Agreement or any other equivalent provisions of any SOP. ICON is entitled to rely on all information, decisions, and approvals provided by Client.
- 1.3 Independent Contractor Status. ICON is an independent contractor under this Agreement, and nothing herein will be construed to create a partnership, joint venture, agency or employment relationship between ICON and Client. Neither party will have authority to enter into agreements of any kind on behalf the other party, or otherwise bind or obligate the other party in any manner to any third party, by virtue of the relationship contemplated by this Agreement.
- 1.4 Method of Performance. Except as otherwise provided in the applicable SOP, ICON will have the right to determine the method and means of performing the Services.
- 1.5 Taxes. Client will be responsible for all applicable state and local sales, service and use taxes incurred during the performance of any Services.

SECTION 2. STATEMENTS OF PERFORMANCE

- 2.1 Generally. Client and ICON will, from time to time, enter into a SOP during the term of this Agreement, and each SOP will be effective only when signed and delivered by authorized representatives of Client and ICON and will become effective as of the latter of the parties' signature dates on the SOP. Each SOP will be subject to all provisions of these Terms and Conditions. If any provision contained in a SOP conflicts with any provision contained in these Terms and Conditions, the provision contained in the SOP will govern.
- 2.2 Changes. Client may from time to time propose changes in the Services to be performed pursuant to a SOP. Any material change to a SOP, including changes that will affect the compensation payable to ICON, will be made by an amendment to the SOP agreed by both parties in accordance with Section 9.6 of these Terms and Conditions.

- 2.3 Termination. A SOP will terminate upon completion of the Services unless earlier terminated at any time upon mutual written agreement of both parties. In addition, all SOP will terminate upon termination of this Agreement in accordance with Section 5.

SECTION 3. COMPENSATION, EXPENSES AND PAYMENT

- 3.1 Compensation. In consideration of the Services performed, Client will pay ICON compensation in the amount, and payable at the times and in the manner, set forth in this Agreement and the applicable SOP.
- 3.2 Invoices. ICON will submit to Client invoices for Services rendered on a periodic basis as set forth in the applicable SOP. If the SOP does not provide a schedule for the submission of invoices by ICON, invoices will be submitted monthly. The invoices will describe the Services rendered and will list all reimbursable charges, expenses and costs. Client will pay all invoices within 30 days. Invoices not paid within 30 days of receipt are subject to the lesser of 1.5% interest or the highest rate allowed by law.
- 3.3 Flat Fee. ICON is responsible for any costs that may be related to travel, hotel, car, meals, and any other unforeseen travel expenses. The Client will not see any charges from ICON that exceeds the agreed upon Monthly Cost as outlined in the Compensation section for Travel Related charges.

SECTION 4. TERM

This Agreement is effective commencing July 1, 2023 and shall expire on June 30, 2024 (the "Term"), unless terminated pursuant to Section 5 below. The Parties may agree, in a written and fully executed Addendum, to extend to Term.

SECTION 5. TERMINATION OF AGREEMENT

- 5.1 Termination. This Agreement may be terminated at any time by either party upon 30 days' prior written notice to the other party. In the event of termination of this Agreement, any executory obligations arising under a SOP shall be subject to the Terms and Conditions of this Agreement until completion. This Agreement will automatically terminate without notice one year after the termination of the last SOP.
- 5.2 Termination upon Breach. Notwithstanding Section 5.1, this Agreement may be terminated by either party upon written notice to the other party, in the event the other party materially breaches any obligation hereunder and the breaching party fails to cure within 30 days after written notice of the breach.
- 5.3 Termination upon Insolvency. This agreement will automatically terminate if Client ceases doing business as a going concern, is insolvent, makes an assignment for the benefit of creditors, and fails to pay its debts as they become due, offers a settlement to creditors or calls a meeting of creditors for any such purpose, files a voluntary petition for bankruptcy, is subject to an involuntary petition for bankruptcy, is adjudicated bankrupt or insolvent, or has filed against it a petition seeking reorganization, arrangement or composition under any law or regulation.
- 5.4 Effect of Termination. Except for a SOP currently in effect under paragraph 5.1, upon any termination of this Agreement, any and all rights and obligations of the parties under this Agreement will terminate, provided that all rights or obligations for payment of compensation earned and unpaid prior to termination, or reimbursement of reimbursable charges, expenses and costs incurred prior to termination, and that Sections 3, 5, 6, 7, 8 and 9, and any other right or obligation which by its nature or express duration extends beyond the termination of this Agreement, will survive termination and continue in effect indefinitely. The provisions of this Agreement that do not survive termination will nonetheless be controlling on, and will be used in construing and interpreting the rights and obligations of the parties with regard to any dispute, controversy or claim which may arise under, out of, in connection with, or relating to this Agreement.

SECTION 6. REPRESENTATIONS, WARRANTIES, AND COVENANTS

Parties represent, warrant, and covenant as follows:

- 6.1 Performance. All Services performed by ICON will be performed in a reasonable, workmanlike manner and shall adhere to the 2017 Fiscal Crisis & Management Assistance Team's "*Charter School Accounting and Best Practices Manual*". **EXCEPT AS EXPRESSLY SET FORTH HEREIN, ICON MAKES NO OTHER REPRESENTATIONS OR WARRANTIES, WHETHER EXPRESS OR IMPLIED, WITH REGARD TO THE PERFORMANCE OF THE SERVICES HEREUNDER, OR THE MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OF ANY DELIVERABLES PRODUCED BY ICON. NOTWITHSTANDING THE FOREGOING, ICON SHALL NOT BE LIABLE TO COMPANY OR ANY THIRD PARTY FOR ANY INCIDENTAL, CONSEQUENTIAL, PUNITIVE, EXEMPLARY, OR SPECIAL DAMAGES; IN NO EVENT, SHALL ICON'S ENTIRE LIABILITY EXCEED THE AMOUNT OF THE AVERAGE OF THE LAST THREE MONTH'S FEES ACTUALLY RECEIVED FOR THE SERVICES PERFORMED HEREUNDER WHETHER SUCH CLAIM IS MADE IN TORT (INCLUDING NEGLIGENCE OR STRICT LIABILITY), CONTRACT, OR ANY OTHERWISE.**
- 6.2 Remedy for Non-performance. In the event that ICON's performance does not conform to paragraph 6.1, and upon notice consistent with this paragraph and paragraph 9.4, ICON will have the opportunity to re-perform any non-conforming Services or, in ICON's sole discretion, refund the fees allocable to the non-conforming Services. Any notice of non-performance must describe the nature of the non-performance with sufficient particularity for ICON to remedy the non-performance. Any claim of non-conformity must be noticed to ICON within 45 days of the completion of the non-conforming Service, except that if such non-performance was not reasonably discoverable, Client will have the lesser of 30 days from the date of discovery or 120 days from completion of the non-conforming Service. **THIS REMEDY REPRESENTS CLIENTS SOLE REMEDY AND ICON'S SOLE LIABILITY IN CONNECTION WITH NON-PERFORMANCE OF ANY SERVICES UNDER THIS AGREEMENT OR ANY APPLICABLE**
- 6.3 Deliverables. ICON hereby grants perpetual, non-exclusive, non-assignable, non-transferable, royalty-free license to use, reproduce and distribute for internal purposes only all documents resulting or derived from, or made in the course of performance of the Services, including any written material, whether or not reduced to tangible form ("Deliverables"). All rights in and to ICON's existing intellectual property as defined in paragraph 6.4 and any modifications or derivatives of such property will remain the property of ICON, except to the extent that such property is included with or incorporated into the Deliverables, Client is hereby granted a perpetual, non-exclusive, non-assignable, non-transferable, royalty-free license to use the same for internal purposes only.
- 6.4 Other Party's Intellectual Property. Each of the parties own intellectual property which includes trademarks, patents, copyrights, and trade secrets ("Intellectual Property"). Except as provided for under paragraphs 6.3 and 9.12, neither party shall have any right in or to the Intellectual Property of the other party.
- 6.5 Non-Solicitation. During the term of this Agreement and for a period of one (1) year thereafter, neither ICON nor Client will directly solicit the employment of the other's employees who have been directly associated with the Services covered by this Agreement. In the event of any breach of this provision, the breaching party shall pay the non-breaching party a sum equal to 50% of the annual compensation of the solicited employee.

SECTION 7. INDEMNITY

- 7.1 Indemnification by ICON. ICON will indemnify, hold harmless and defend Client and its affiliates, and their respective officers, directors, employees, agents and advisors, from and against, and will reimburse such indemnified parties with respect to, any and all claims, demands, causes of action,

proceedings, losses, damages, debts, expenses, liabilities, fines, penalties, deficiencies, judgments or costs, including reasonable attorney fees, court costs, amounts paid in settlement and costs and expenses of investigations, at any time and from time to time asserted against or incurred by any such indemnified party arising out of, in connection with, resulting from or by reason of (a) any failure by ICON to perform any obligations of this Agreement, or (b) any negligent or willful act or omission of ICON.

- 7.2 Indemnification by Client. Client will indemnify, hold harmless and defend ICON and its affiliates and their officers, directors, employees, agents and advisors from and against, and will reimburse such indemnified parties with respect to, any and all claims, demands, causes of action, proceedings, losses, damages, debts, expenses, liabilities, fines, penalties, deficiencies, judgments or costs, including reasonable attorney fees, court costs, amounts paid in settlement and costs and expenses of investigations, at any time and from time to time asserted against or incurred by any such indemnified party arising out of, in connection with, resulting from or by reason of (a) any failure by Client to perform any obligations of this Agreement, or (b) any negligent or willful act or omission of Client.

SECTION 8. CONFIDENTIALITY

- 8.1 Definition. "Confidential Information" means any documentation containing technical, financial, or other business information that the provider considers competitively sensitive, proprietary or confidential and is marked "Confidential Information" or, if disclosed orally or visually, is confirmed in writing and marked "Confidential Information" within thirty (30) days of the date of first disclosure
- 8.2 Each party acknowledges that Confidential Information may be disclosed to the other party during the course of this Agreement. Each party will protect the other party's Confidential Information by using the same degree of care, but no less than a reasonable degree of care, to prevent the unauthorized disclosure of such Confidential Information as the receiving party uses to protect its own confidential or proprietary information. The receiving party will not use the other party's Confidential Information for any purpose other than in pursuit of the business relationship contemplated by this Agreement. The receiving party will neither disclose nor copy the other party's Confidential Information except as necessary for its employees, agents or contractors with a need to know.
- 8.3 The receiving party's obligations under this Section will not apply, or will cease to apply, to that Confidential Information that the receiving party can establish: (i) is or hereafter becomes generally known or available to the public or interested persons through no breach of this Section by the receiving party; (ii) is rightfully known to the receiving party without restriction on disclosure at the time of its receipt from the disclosing party; (iii) is rightfully furnished to the receiving party by a third party without breach of an obligation of confidentiality; (iv) is independently developed by the receiving party without use or reference to the Confidential Information; (v) is required to be disclosed by applicable law or pursuant to the order of a court, administrative agency or other governmental body (provided that the receiving party shall give the disclosing party reasonable notice prior to such disclosure and shall comply with any applicable protective order or equivalent); or (vi) is approved for release by written authorization of the disclosing party.

SECTION 9. GENERAL PROVISIONS

- 9.1 Binding Nature of Agreement; Assignment. All the terms and provisions of this Agreement will be binding upon and will inure to the benefit of the parties and their respective successors, assigns, heirs and personal representatives. Client may not assign, delegate or transfer to third parties its rights or obligations hereunder without the prior written consent of ICON. Any such transfer without ICON's written consent will be null and void.
- 9.2 No Third-Party Beneficiaries. The terms and provisions of this Agreement are intended solely for the benefit of each party and their respective successors, assigns, heirs and personal representatives and it is not the intention of the parties to confer third-party beneficiary rights upon any other individual or entity.

- 9.3 Governing Law; Venue. This Agreement will be governed by and will be construed, interpreted, and enforced in accordance with the laws of the State of California, without reference to principles of conflicts of law. All disputes arising out of or relating to this Agreement, or the breach or default of this Agreement, will be determined solely by a state or federal trial court located in Los Angeles County, California, and the parties hereby consent to the jurisdiction of such courts. In the event legal action is necessary to interpret or enforce the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees and costs incurred in such an action.
- 9.4 Notices; Electronic Communications. All notices or other communications required or permitted under this Agreement will be in writing and will be deemed duly given either (a) when delivered in person to the recipient party, or (b) 3 business days after being mailed by either registered or certified U.S. mail, return receipt requested, postage prepaid to the recipient party at the mailing address designated for the recipient party in the recipient party's contact information above. The parties may use and rely upon electronic records and signatures for all agreements, undertakings, notices, disclosures, and other documents, communications or information of any type sent or received in accordance with this Agreement.
- 9.5 Entire Agreement. This Agreement, including the SOP, if any, contain the entire agreement among the parties with respect to the subject matter hereof, and supersede all prior and contemporaneous agreements and understandings, inducements or conditions, express or implied, oral or written. The express terms hereof control and supersede any course of performance or usage of the trade inconsistent with any of the terms hereof.
- 9.6 Amendment. Except as otherwise provided herein, this Agreement, including any SOP, may not be modified or amended other than by an agreement in writing signed by duly authorized representatives of each of the parties.
- 9.7 No Waiver. No failure or delay by any party in exercising any right, power, or privilege hereunder will operate as a waiver of any right, power, or privilege hereunder. No waiver of any default on any one occasion will constitute a waiver of any subsequent or other default. No single or partial exercise of any right, power, or privilege will preclude the further or full exercise thereof.
- 9.8 Severability. The provisions of this Agreement will be deemed severable, and the invalidity or unenforceability of any one or more of the provisions hereof will not affect the validity and enforceability of the other provisions. If any part of this Agreement is held unenforceable, the rest of this Agreement will continue in effect.
- 9.9 Remedies. Except as limited by paragraph 6.2, the rights and remedies of the parties with respect to failure of a party to comply with the terms of this Agreement are not exclusive, the exercise thereof will not constitute an election of remedies and the aggrieved parties will in all events be entitled to seek whatever additional remedies may be available in law or in equity.
- 9.10 Counterparts. This Agreement may be executed in any number of counterparts, each of which will be deemed an original but all of which will constitute one and the same instrument. The parties agree that this Agreement may be executed by any party by electronic signature.
- 9.11 Headings. The headings of this Agreement are for purposes of reference only and will not limit or otherwise affect the meaning hereof.
- 9.12 Publicity. ICON may use the name of Client in any publicity releases, advertising or other promotional activities without the prior written consent of Client.
- 9.13 Force Majeure. Any delay in the performance of ICON's obligations hereunder will not be considered a breach of this Agreement if such delay is caused by Acts of God, natural disaster, war, terrorism, national emergency, labor disputes, shortage of material, fire, earthquake, flood or any other event beyond the reasonable control of ICON provided that ICON uses reasonable efforts under the circumstances to notify Client of the circumstances causing such delay and to resume performance as soon as possible.

STATEMENT OF PERFORMANCE

Overall Service Delivery

The overall ICON service delivery is proactive, forward-looking and brings our deep charter operations expertise to bear on behalf of our school partners.

- Cash flow projections that are updated monthly
- Budget forecasts that are updated monthly
- ICON provides expert budget and actuals interpretation - flagging necessary changes
- Further, ICON takes its responsibility seriously as a trusted service provider to the adjusting assumptions and forecasts throughout the year, and warning about potential future cash flow issues.
- We will be actively engaged in seeking existing and new funding sources to ensure that all possible grants that are open to E are carefully considered and utilized.

A. Budget Development, Accounting & Finance

ICON School Management provides unparalleled and the most comprehensive back-office support for charter schools. Team of experts in financials, accounting, and charter operations management will ensure accurate budget development and budget forecasts tailored for the unique needs of your charter organization. In addition, ICON School Management does the leg-work in evaluating funding programs to ensure our partner schools are knowledgeable on and participating in all eligible funding opportunities.

- Accounting:
 - a. Fund accounting – ICON team can track revenue and expenditures by fund, e.g., implementation grant funds and expenses.
 - b. Transaction recording – ICON team will work with Client's staff to record in detail all transactions in a SACS-compliant, computerized accounting system.
 - c. Journal entries and account maintenance – ICON team prepares and records journal entries and maintains the general ledger according to generally accepted accounting standards
 - d. Bank reconciliation – ICON team reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements.
 - e. General financial reports monthly – ICON team can generate the following reports upon request: detailed account activity; bank register activity; summary of budget, expenditures by account; cash balances; payroll register (for periods when payroll is processed by ICON team); revenues; all general ledger account balances

B. Payroll

- Payroll record maintenance – downloading all payroll reports to shared drive.
- Payroll journal entries – creating and uploading payroll journal entries from Paycom to NetSuite.
- Record monthly OPEB Entries

C. SMAA Reporting

- Quarterly Reporting submitted to respective agencies.

D. Management Staffing for El Camino Real Charter High School

We are the primary and regular contact for the school leaders and are responsible for the management service delivery to the school and the Board. We manage the client relationship, are responsible for client satisfaction, and for delivering ICON's highest level of customer service.

COMPENSATION

A. Contract Term: July 1, 2023, through June 30, 2024 (12 months)

- The contract term between ICON School Management and El Camino Real will be for 12 months.

B. ICON is offering El Camino Real Charter High School a substantially discounted fee structure from the standard management pricing model:

- \$42,000 for the fiscal year, paid in equal monthly installments equal to \$3,500 per month.
- Any additional services that are outside of the scope of this agreement will be billed at a rate of \$175 per hour.

Thank you for allowing ICON School Management the opportunity to continue these services to El Camino Real Charter High School.

ICON School Management
16959 Bernardo Center Drive, Suite 201
San Diego, CA 92128

By: _____

Name: Daniel J. Lee

Title: Chief Executive Officer

Date: _____

El Camino Real Charter High School
5440 Valley Circle Blvd.
Woodland Hills, CA 91367

By: _____

Name: David Hussey

Title: Executive Director

Date: _____

| Line of Business | CharterSAFE 21-22 | CharterSAFE 22-23 | CharterSAFE 23-24 |
|--|----------------------|-----------------------|----------------------|
| Commercial Property | Included | Included | Included |
| Commercial Auto | Included | Included | Included |
| Commercial Crime | Included | Included | Included |
| General Liability | Included | Included | Included |
| Educators Legal Liability (E&O, D&O, EPLI) | Included | Included | Included |
| Fiduciary Liability | Included | Included | Included |
| Excess Liability | Included | Included | Included |
| Cyber Liability | Included | Included | Included |
| Student Accident | Included | Included | Included |
| Workplace Violence | Included | Included | Included |
| Pollution Liability | Included | Included | Included |
| Total: | \$ 439,530.00 | \$ 523,728.00 | \$ 487,438.00 |
| Workers Compensation | \$ 236,828.00 | \$ 237,785.00 | \$ 208,307.00 |
| COVID Rebate: | \$ (8,454.00) | \$ (30,461.00) | \$ - |
| Total: | \$ 667,904.00 | \$ 731,052.00 | \$ 695,745.00 |

Catastrophic Student Accident: \$ 10,728.00 \$ 10,516.42 \$ 10,221.40

| Rate and Exposure Comparison | | | | |
|------------------------------|------------------|------------------|------------------|-----------------------|
| | 21-22 | 22-23 | 23-24 | Percentage Difference |
| Student Count | 3,600 | 3,600 | 3,430 | -4.96% |
| Payroll | \$ 19,800,000.00 | \$ 19,880,000.00 | \$ 21,000,000.00 | 5.33% |
| Property Values | \$ 6,169,980.00 | \$ 6,478,479.00 | \$ 6,650,000.00 | 2.58% |
| Package Premium | \$ 439,530.00 | \$ 523,728.00 | \$ 487,438.00 | -7.45% |
| Package Rate/Student | \$ 122.09 | \$ 145.48 | \$ 142.11 | -2.37% |
| Work Comp Premium | \$ 236,828.00 | \$ 237,785.00 | \$ 208,307.00 | -14.15% |
| WC Rate | 1.20% | 1.20% | 0.99% | -20.58% |
| Total Cost: | \$ 667,904.00 | \$ 731,052.00 | \$ 695,745.00 | -5.07% |



Rosalinda Montague
El Camino Real Charter HS
5440 Valley Circle Blvd
Woodland Hls, CA 91367-5949
United States

Quote Number: 233150-5
Quote Creation Date: 06-05-2023
Quote Expiration Date: 09-30-2023

Quote Release: 5

6 YEAR CA - Miller Levine Biology 2019 3 Course
Price Quote Summary

| Solution | Base Amount | Free Amount | Total |
|--------------------------------------|---------------|-------------|---------------|
| Miller & Levine Biology Professional | \$ 0.00 | \$ 1,800.00 | \$ 0.00 |
| Miller Biology | \$ 157,470.00 | \$ 2,894.10 | \$ 157,470.00 |
| Solution Subtotal | \$ 157,470.00 | \$ 4,694.10 | \$ 157,470.00 |
| Shipping & Handling | | | \$ 14,172.30 |
| Total | | | \$ 171,642.30 |

Price Quote Detail

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|--|---|--------|----------|-------------|-------------|---------------|
| Miller & Levine Biology Professional Development | | | | | | |
| Virtual Miller & Levine Biology Professional Learning Offerings ©2019 | | | | | | |
| 0000000125821 | VIRTUAL MILLER LEVINE BIO @2019 PROGRAM ACTIVATION (2 HRS) | 600.00 | 3 | 0 | \$1,800.00 | \$0.00 |
| Virtual Miller & Levine Biology Professional Learning Offerings ©2019 Subtotal | | | | | \$ 1,800.00 | \$ 0.00 |
| Miller & Levine Biology Professional Development Subtotal | | | | | \$ 1,800.00 | \$ 0.00 |
| Miller Biology | | | | | | |
| California Miller & Levine Experience Biology: in the Living Earth ©2020 | | | | | | |
| 9781418329556 | MILLER LEVINE BIOLOGY 2020 CALIFORNIA THE LIVING EARTH 3 COURSE MODEL FOUNDATIONS WORKBOOK GRADE 9/12 | 16.47 | 15 | 0 | \$247.05 | \$0.00 |

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|--|--------|----------|-------------|-------------|---------------|
| 9781418329549 | MILLER LEVINE BIOLOGY 2020 CALIFORNIA THE LIVING EARTH 3 COURSE MODEL TEACHER EDITION GRADE 9/12 | 176.47 | 15 | 0 | \$2,647.05 | \$0.00 |
| California Miller & Levine Experience Biology: in the Living Earth ©2020 Subtotal | | | | | \$ 2,894.10 | \$ 0.00 |
| Miller & Levine Biology for California ©2020 | | | | | | |
| 9781418331870 | MILLER LEVINE BIOLOGY 2020 CALIFORNIA 3 COURSE MODEL STUDENT EDITION + DIGITAL COURSEWARE 6-YEAR LICENSE GRADE 9/122 | 157.47 | 0 | 1,000 | \$0.00 | \$157,470.00 |
| Miller & Levine Biology for California ©2020 Subtotal | | | | | \$ 0.00 | \$ 157,470.00 |
| Miller Biology Subtotal | | | | | \$ 2,894.10 | \$ 157,470.00 |
| Solution Subtotal | | | | | \$ 4,694.10 | \$ 157,470.00 |
| Shipping and Handling | | | | | | \$ 14,172.30 |
| Total | | | | | | \$ 171,642.30 |
| Estimated Sales Tax:9.5% | | | | | | \$ 14,959.65 |

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e-Form: <http://support.savvas.com/support/s/contactsupport>

Mail: PO Box 6820, Chandler, AZ 85246

Savvas does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS.

For questions regarding your order please call Customer Service: 1-800-848-9500.

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Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

Platforms: Savvas, and any third party for which Savvas serves as the sales agent or distributor, reserve the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

Return Policy: If you are not entirely satisfied with any of our products, then you may, within six months from the date of purchase, return all materials still in new, unused, salable condition for a full refund, credit, or replacement. All returned materials must be shipped back to Savvas within 30 days of receiving the Return Materials Authorization. All materials sold in a set or a package must be returned complete as originally sold. Materials that were provided gratis must be returned proportionate to the purchased items being returned for refund or credit.

Consumable Worktexts: Subsequent year consumable worktexts will ship each year on the order date of the original order for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to the original order date. Changes should be made using the e-form: <https://worktext-subscriptions.savvas.com/>.

Annual subscriptions for iLit and Successmaker: Products automatically renew on the anniversary date of the original purchase and will be invoiced accordingly unless otherwise specified. If you wish to cancel, please let us know in writing prior to the date of renewal by completing the customer service request form which you can access here: <https://support.savvas.com/support/s/customer-service-support-form>.

Technical support services are included with purchase of Savvas digital products eform: <https://support.savvas.com/support/s/k12-curriculum-support-form> phone: 1-800-848-9500

Professional Services: All paid services must be scheduled and delivered within twelve (12) months of the order date of those services. Any unused services expire at the end of such twelve (12) month period, unless otherwise specified in contract terms. MySavvasTraining, which provides online access to on-demand tutorials and interactive webinar sessions, is included with purchase of products (mySavvasTraining.com).



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Quote Number: 233150-4
Quote Creation Date: 06-05-2023
Quote Expiration Date: 09-30-2023

Quote Release: 4

8 YEAR CA - Miller Levine Biology 2019 3 Course
Price Quote Summary

| Solution | Base Amount | Free Amount | Total |
|--------------------------------------|---------------|-------------|---------------|
| Miller & Levine Biology Professional | \$ 0.00 | \$ 1,800.00 | \$ 0.00 |
| Miller Biology | \$ 177,470.00 | \$ 5,720.85 | \$ 177,470.00 |
| Solution Subtotal | \$ 177,470.00 | \$ 7,520.85 | \$ 177,470.00 |
| Shipping & Handling | | | \$ 15,972.30 |
| Total | | | \$ 193,442.30 |

Price Quote Detail

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|--|---|--------|----------|-------------|-------------|---------------|
| Miller & Levine Biology Professional Development | | | | | | |
| Virtual Miller & Levine Biology Professional Learning Offerings ©2019 | | | | | | |
| 0000000125821 | VIRTUAL MILLER LEVINE BIO @2019 PROGRAM ACTIVATION (2 HRS) | 600.00 | 3 | 0 | \$1,800.00 | \$0.00 |
| Virtual Miller & Levine Biology Professional Learning Offerings ©2019 Subtotal | | | | | \$ 1,800.00 | \$ 0.00 |
| Miller & Levine Biology Professional Development Subtotal | | | | | \$ 1,800.00 | \$ 0.00 |
| Miller Biology | | | | | | |
| California Miller & Levine Experience Biology: in the Living Earth ©2020 | | | | | | |
| 9781418329556 | MILLER LEVINE BIOLOGY 2020 CALIFORNIA THE LIVING EARTH 3 COURSE MODEL FOUNDATIONS WORKBOOK GRADE 9/12 | 16.47 | 25 | 0 | \$411.75 | \$0.00 |

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|--------|----------|-------------|-------------|---------------|
| 9781418329549 | MILLER LEVINE BIOLOGY 2020 CALIFORNIA THE LIVING EARTH 3 COURSE MODEL TEACHER EDITION GRADE 9/12 | 176.47 | 15 | 0 | \$2,647.05 | \$0.00 |
| California Miller & Levine Experience Biology: in the Living Earth ©2020 Subtotal | | | | | \$ 3,058.80 | \$ 0.00 |
| Miller & Levine Biology for California ©2020 | | | | | | |
| 9781418331887 | MILLER LEVINE BIOLOGY 2020 CALIFORNIA 3 COURSE MODEL STUDENT EDITION + DIGITAL COURSEWARE 8-YEAR LICENSE GRADE 9/12 | 177.47 | 15 | 1,000 | \$2,662.05 | \$177,470.00 |
| Miller & Levine Biology for California ©2020 Subtotal | | | | | \$ 2,662.05 | \$ 177,470.00 |
| Miller Biology Subtotal | | | | | \$ 5,720.85 | \$ 177,470.00 |
| Solution Subtotal | | | | | \$ 7,520.85 | \$ 177,470.00 |
| Shipping and Handling | | | | | | \$ 15,972.30 |
| Total | | | | | | \$ 193,442.30 |
| Estimated Sales Tax:9.5% | | | | | | \$ 16,859.65 |

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SAVVAS

Professional Learning

A PERSONALIZED
APPROACH

Personalized Professional Learning

Support your implementation of Savvas **high-quality instructional materials** with personalized professional learning

As educators we know personalized learning (PL) is the key to addressing the needs and interests of each student. Savvas Learning Company believes educators benefit from personalized learning opportunities too. Instead of traditional one-size-fits-all PL models, Savvas provides **a personal approach** that includes more choices, more depth, and more focus on your needs. Personalizing training is a blueprint for success with your Savvas curriculum and inspires transformative teaching. Our services are available virtually, onsite, and in blended formats.



**PROFESSIONAL
LEARNING**
PARTNER GUIDE

Savvas Learning Company
Approved by Rivet Education as a High-Quality
Professional Learning Provider

A partnership with **expert support** you can tap into from anywhere

Savvas provides a continuum of choices to personalize your professional learning experience, including virtual training, self-paced modules, in-person (onsite) trainings, job-embedded coaching, online chat, and a 24/7 training website. Your Savvas team is made up of former educators and administrators with proven experience in the grades K–12 education arena. Each member of the team brings a graduate degree or higher in education with a focus on their program area, extensive classroom and adult teaching experience, and a strong knowledge of the research around education.

We have substantial human resources, which allow us the ability to take our work to scale, from small implementations to large statewide implementations. We employ over 200 full and part-time experienced, internally certified trainers. In addition, we have the capacity to adapt flexibly to diverse situations in terms of locations, technological support, and school calendar changes. Our mission is to support successful implementation of your Savvas curriculum and to work with you as partners for long-term, sustainable growth.



Launching Your Curriculum

Focus on content, pedagogy, and essential practices for your Savvas curriculum.



Ongoing Support for Teachers

Enhance practices to improve student outcomes and build capacity among teachers and administrators.



Ongoing Support for Leaders

Discover opportunities within core challenges of teaching and learning to lead a high-performing school.



Partnership Plus

**Expert Coach (Full Year)
Individual and group support for district personnel and school faculty.**

A Framework for Professional Excellence

Our **professional learning services** for teachers and leaders provide flexibility with onsite, virtual, and blended options.



Launching Your Curriculum

Foundational Training

Program Activation

Virtual instructor-led and self-paced courses provide flexibility and depth to engage with content anytime. In-person Program Activation training is also available.

My Savvas Training

24/7 online, program-specific training resources, videos, asynchronous courses, and tutorials include real-time assistance.

Implementation Essentials

A personalized workshop moves educators to a deeper level of comfort with their Savvas curriculum.

Administrator Workshop

3-hour training for busy leaders to help them successfully launch their Savvas curriculum.



Ongoing Support for Teachers

Enhancing Practices

Program-Specific Workshops

Go beyond initial training to focus on key topics such as differentiating instruction or assessment.

Content-Area Workshops

Pedagogically focused courses explore methods that will help students access content across all subject areas.

Job-Embedded Training

Savvas coaches provide feedback, modeling, and collaboration in day-to-day teaching practices.

- Tailored to teacher needs
- Mentoring and feedback
- Bookended modeling
- Confidence booster
- Anchored Learning Cycles: Plan, Do, Study, Act
- Expands content knowledge and strategy toolkit
- Can focus on lead teachers & coaches

Change of Practice Institutes

In-depth training with built-in progress monitoring to develop pedagogical knowledge around a subject.

We take a collaborative and data-driven approach from planning to monitoring progress to determining next steps. Professional learning, accompanied by coaching supports, drives sustainable, systemic growth. From program launch through deepening expertise with effective pedagogy, equitable and inclusive instruction, and technologically based remote learning strategies, we work continuously to improve teaching and learning for all students.



Ongoing Support for Leaders

Achieving Goals

Job-Embedded Support for Implementation

Build community and support high expectations with a professional partner and coach.

- Develop professional learning plans
- “Focus Visits” in classrooms
- Data review and analysis
- Tailored to administrator needs
- Progress monitoring
- Continuous improvement

Change of Practice Institutes

Training grounded in adult learning theory for leadership supports instructional improvement and successful teams.

- Cultivate leadership skills
- Utilize data and resources
- Support teacher growth
- Coaching skills
- Inter-rater reliability



Partnership Plus

Dedicated Expert
Coach (Full Year)

Partnership Plus

A dedicated Savvas Educational Consultant helps districts and schools take the necessary actions to enhance instructional practices and improve student outcomes. Partnership Plus helps create a culture of collaboration that supports the implementation of your Savvas curriculum.

- Builds a professional learning community around collective goals, practices, and teacher conversations
- Delivers program-specific workshops and job-embedded services for one full school year
- Shoulder-to-shoulder, in-class coaching. Also available in virtual or blended formats
- Non-evaluative “Focus Visits” to support team consistency and effectiveness
- Anchored learning cycles: Plan, Do, Study, Act

Launching Your Curriculum

Foundational training introduces educators to their new program and its research-based best practices.

We reinvented initial virtual training to better serve you.

Asynchronous Program Activation

Flexible, Convenient Pacing

- Teachers complete on their own time and at their own pace.
- No need to worry about scheduling conflicts, facilities, or substitutes for teacher PL days.

More Depth and More Breadth

- Allows teachers to experience a lesson, explore strategies and assessments, dive deeper into topics, revisit practices, watch videos, pause and reflect, and get feedback.

Easy Scalability and Delivery

- High-quality training anytime and anywhere across a school or district
- No limits on number of staff and you can add a new teacher with no impact on your budget

Live Chat and Expert Support

- If teachers have a product question, they can live chat or email a Savvas expert to get their questions answered.

Boost Retention and Engagement

- Interactive content is delivered in bite-sized, highly focused learning bursts.
- Teachers can dip in and out as they need and revisit the module.

Monitor Progress, Ensure Accountability

- Build a professional learning community where staff training and growth matter. Savvas virtual training lets you monitor when faculty completes tasks to ensure accountability and provide stewardship.

Hybrid Program Activation

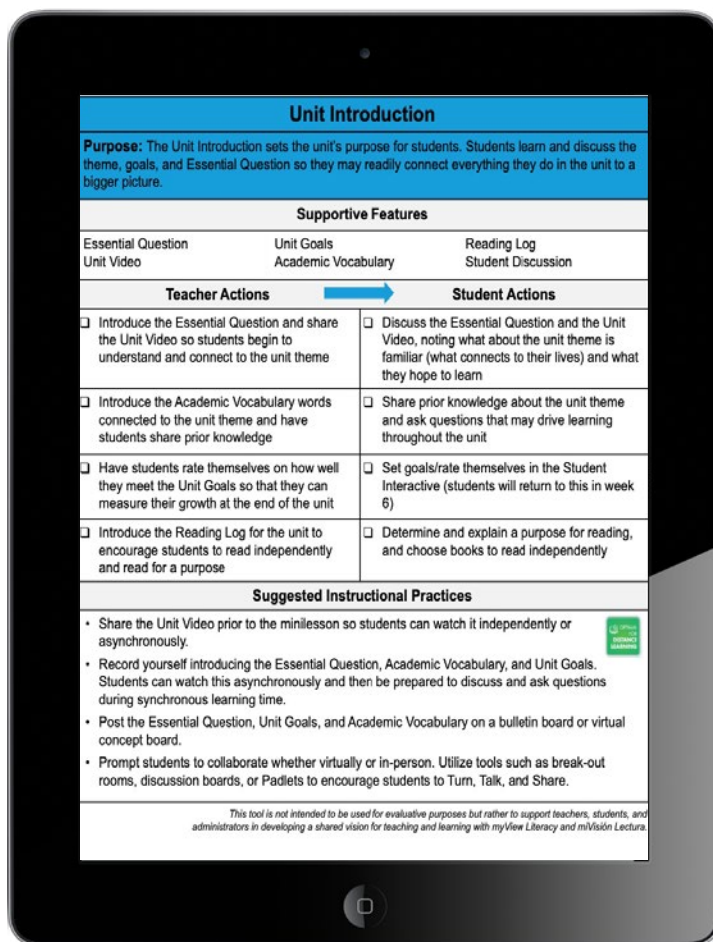
- All the advantages of Asynchronous Program Activation, plus time with a live consultant (2-hour synchronous live session and 1-hour synchronous live “office hour” follow-up).
- Participants experience a lesson, explore differentiated instruction strategies and how they apply to all students, and receive an overview of program assessments. Their hands-on navigation of the program’s print and digital resources is supported by a Savvas expert.

Now that you've landed, let's explore more

After Program Activation and after teachers have had some experience using the program with students, we recommend **Implementation Essentials** to explore the components, features, and pedagogy of their new program more intensely. This workshop also introduces tools to help teachers flesh out the cause and effect relationship between teaching strategies and student outcomes.

School and district leader participants in the **Administrator Workshop** receive an essential overview of their Savvas program and the Realize platform. Using a *Look and Listen For Tool*, they too learn about what they should be looking for and seeing in classrooms, so they can better support their implementing teachers.

Job-embedded services are a recommended follow-up for all workshop-based professional learning to help educators internalize their learning through practice.



my SAVVAS Training

24/7 Training

Additional on-demand resources regarding initial training and our Realize platform are available throughout the lifetime of an adoption at mySavvasTraining.com to refresh, review, and train new staff.

Ongoing Support for Teachers

Ongoing training enhances best practices for teaching your Savvas program.

Ongoing learning is about targeting topics and educator skills. For ongoing learning, we emphasize job-embedded support, because adults learn best by putting knowledge into practice with actionable feedback.

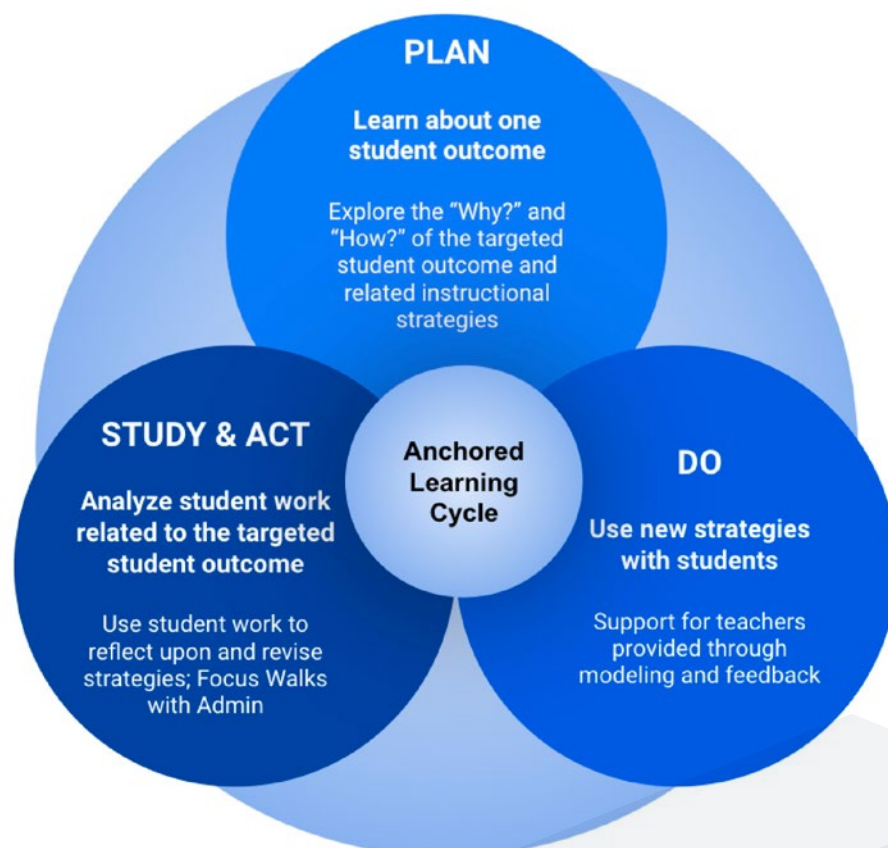
Needs Assessment

Our needs assessment and planning process is designed to support the creation of an informed, targeted Professional Learning Plan (PLP).

The process of gathering and analyzing data pertaining to the needs assessment includes school and district administrators, so the decisions are made collaboratively, thereby allowing shared ownership of all professional learning efforts.

Job-Embedded Support

Job-embedded supports help reinforce practice with practice. Through co-planning, co-teaching, on-the-spot coaching, and bookended modeling, Savvas Education Consultants help teachers implement new practices, study the effect those practices have on students, and adjust these same practices based on student evidence of understanding.



Professional Learning Plan (PLP)

For support engagements of ten or more days, our Education Consultants work beside school and district administrators to create a Professional Learning Plan (PLP). Similar to a teacher's unit or lesson plan, the PLP applies backwards design, beginning with targeted student learning outcomes, then milestones for student learning and corresponding instructional practice, and finally backmapping what professional learning will occur along the way.

| Professional Learning Outcomes | | |
|--|--|---|
| Professional Learning Outcomes | | |
| Student Outcomes | Corresponding Teacher Practices | Milestones |
| Throughout each day's literacy lesson, students participate in sustained, peer-centered discussion about grade-level texts and unit themes. <i>Focus for end of October - December</i> | <ul style="list-style-type: none"> Teachers use routines and scaffolds (roles, language frames), open-ended questions ("How might we...?"), wait time, and language to affirm student thinking ("Tell us more about..." "What do you think about...?") and ensure all student voices have space to be heard and are valued (i.e. encouraging students to use their home language) Teachers use the five-day reading workshop lessons to scaffold reading and provide all students with access to grade-level text. Teachers encourage students to draw upon Foundational Skills mini lessons when reading and discussing grade-level texts Teachers encourage students to use academic vocabulary in peer discussions. | <input type="checkbox"/> Artifacts such as Wall Charts illustrate routines to foster peer-centered discussion <input type="checkbox"/> Students explain their five-day Reading Workshop routine and how they talk differently about the text each day <input type="checkbox"/> Student-to-student talk occurs throughout a literacy lesson and is characterized by all voices, language and content from grade-level texts, and individual viewpoints |
| Outcome #1: Peer-Centered Discussion About Texts and Themes | | |
| Professional Learning Opportunity | Audience | Date |
| Observation with Feedback for Learning Labs <u>Focus:</u> Peer Discussion while reading and writing <u>Outcome:</u> Feedback for teachers focused on peer discussion | Learning Lab Classroom Teachers | |
| Shared Exploration of Student Learning with Administrators <u>Focus:</u> Peer Discussion while reading and writing <u>Outcome:</u> Feedback for teachers focused on peer discussion | District and School Administrators | |
| Observation with Feedback for Learning Labs <u>Focus:</u> Peer Discussion while reading and writing <u>Outcome:</u> Feedback for teachers focused on peer discussion | Learning Lab Classroom Teachers | |
| District Workshop #1 (or for LLCTs) focused on Peer Discussion <u>Focus:</u> Peer Discussion while reading and writing (e.g., open-ended questions, feedback that fosters discussion) <u>Outcome:</u> Teachers reflect on the effect new routines/strategies have on student discussion | All teachers (LLCTs support Breakout Rooms)? | |

Ongoing Support for Leaders

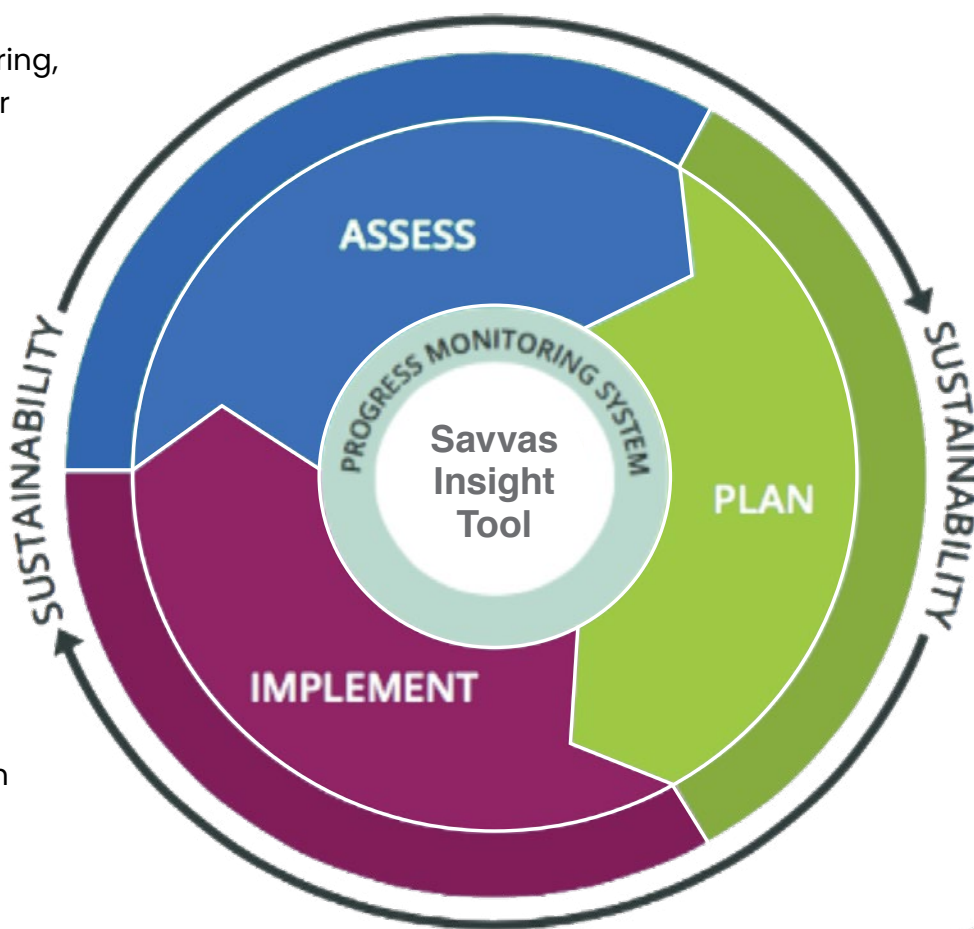
Savvas experts work with you to create a customized professional learning plan. Track and monitor the plan at every stage.

Progress Monitoring

The value of effectively using data in planning and informing instruction cannot be overstated. For Savvas this applies as much to professional learning as it does to instruction.

Our unique Outcomes Insight Tool (OIT) provides a comprehensive approach to monitoring, measuring, improving, and reporting on your implementation of a Savvas curriculum. The OIT includes a suite of data collection tools and reports that provide your educators and Savvas team members with information to track, investigate, and support the implementation of their Savvas program and all related professional learning efforts throughout the year.

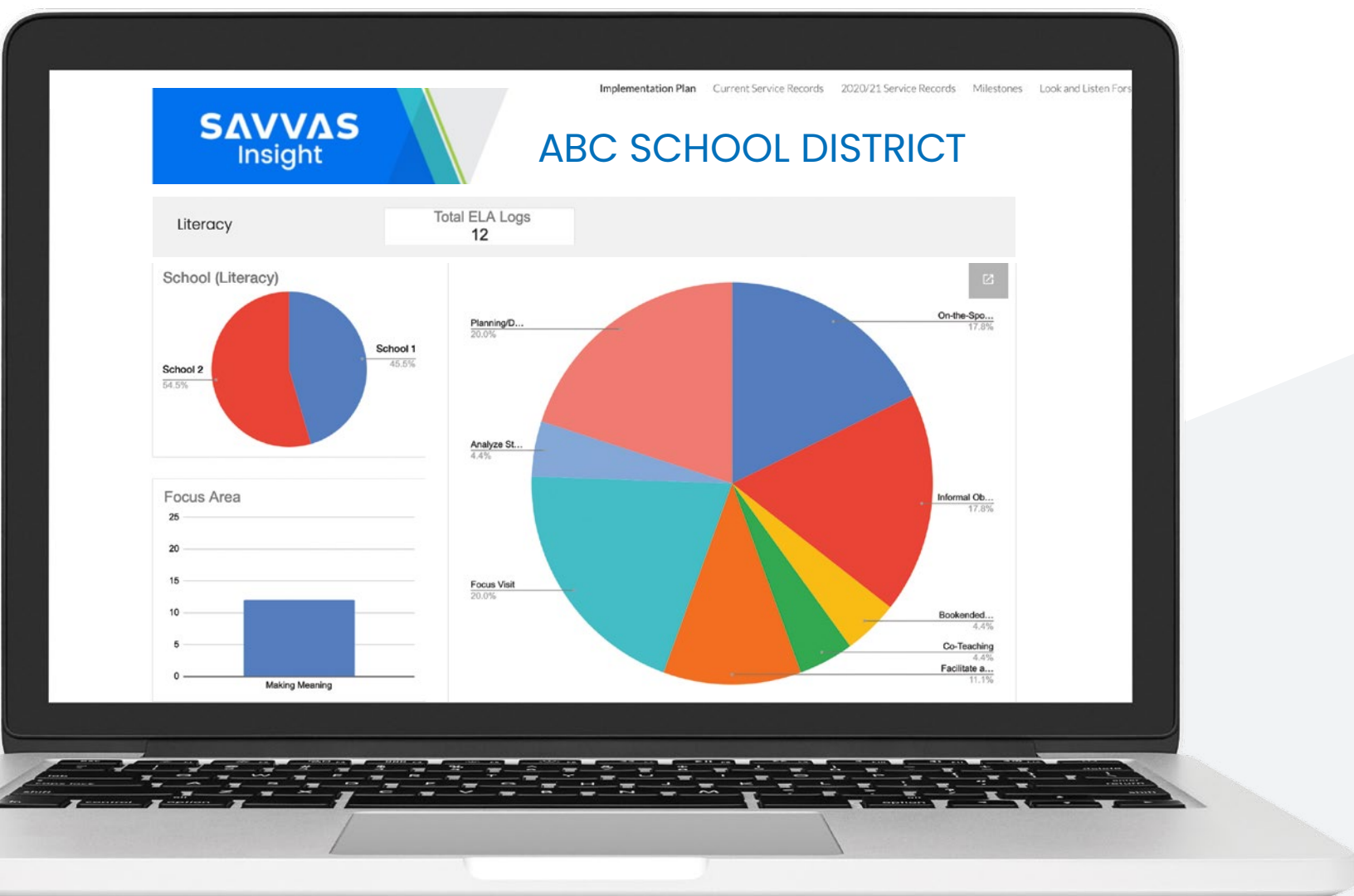
These data-based discussions invite stakeholders to identify successes and peel the onion on challenges, while revealing opportunities to adjust the PLP as needed.



Focus Visits

Savvas Learning Company's Focus Visit is a strategically designed formative assessment process used to identify trends in current student performance and related teacher practice. The Focus Visit may also be used to investigate a problem-of-practice, reveal professional development needs, or inform evidence-based feedback for teachers.

The Focus Visit is typically facilitated two to four times per year by an Education Consultant who collaborates with District and/or School Leadership Teams. The process involves strategic classroom visits and a student-focused *Look and Listen For Tool*.



Partnership Plus

This unique and intensive professional learning solution is ideal for districts adopting a new curriculum to improve teaching, leading, and learning.

Partnership Plus is a comprehensive service program that provides tailored consultant support for an academic year (12 months) to improve teaching, leading, and learning. A single, dedicated consultant promotes consistency in pedagogical approach, provides a clear point of contact for school and district educators, facilitates continuous improvement across grade-levels and schools, and enhances communication and collaboration between Savvas, district leadership, and school administrators and teachers. The district and consultant, working in partnership, collaboratively determine what services are needed, and professional learning is designed to meet district needs as they emerge.

Partnership Plus Experience

| School-Level Instructional Staff | School-Level Administration | District-Level Administration |
|---|-----------------------------|-------------------------------|
| Lesson Planning Support | Data Reviews | Strategic Planning |
| Differentiated Instruction Strategies | Focus Visits | Data Review |
| Observations and Feedback | Administrative Coaching | PL Design and Planning |
| Focused Professional Development Sessions | | |

PLC Planning

Occurs before or after first day of instruction:

- Guide teachers through an upcoming topic/lesson
- Answer questions, guide towards best practices
- Multiple sessions per visit

Lesson Analysis/ Lesson Study

Consists of three in-depth steps:

- Guided lesson planning with grade-level teams
- Teachers observe lesson modeled by a Partnership+ Specialist
- Teachers debrief, provide reflections and recommendations

Side-by-Side Coaching

Answers observation questions, provides reflections and recommendations:

- Individual planning with selected classroom teachers
- Co-teaching Supports
- Facilitator and School Administrator Coaching Supports

Professional Development Delivery

Facilitates training for groups of teachers:

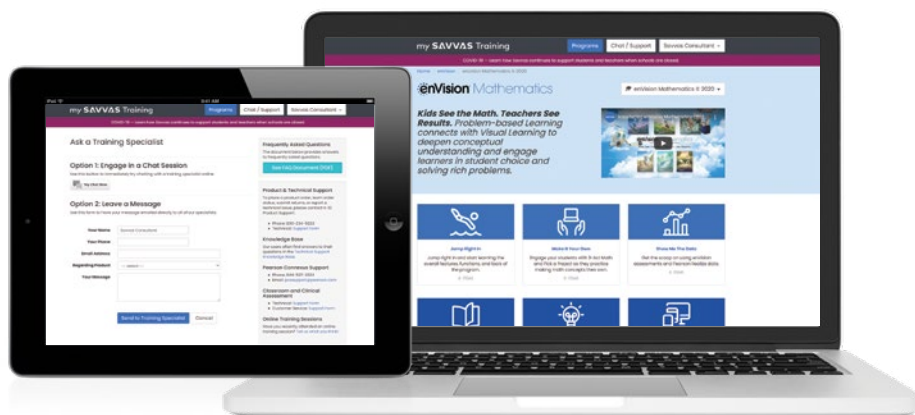
- Teacher workdays
- Before/after school
- Early release days
- Staff meetings

With in-person services, a Partnership Plus consultant can visit up to 2-3 schools per day depending on the support provided. Virtually, the number of schools/teachers supported varies. Schedules are much more varied with flexible scheduling based on the consultant's availability. Supports can be a hybrid of synchronous virtual training, asynchronous curriculum tutorials, and face-to-face coaching, **all based on school and district needs.**

My Savvas Training

A full-service training website providing you with innovative and effective live and on-demand resources that work for you.

You choose the topics, training materials, and tutorials. My Savvas Training is a convenient, full-service professional learning website for all Savvas educators. It provides high-quality, program-focused training where and when you need it.



On-demand Training 24/7

My Savvas Training is available 24/7 to meet your needs and schedule. Get free access to product training, teaching ideas, resources, and more. Check it out: mySavvasTraining.com

On-Demand Tutorials

Get product training on Savvas curriculum and the Savvas Realize™ digital platform.

Training Resources

Access user guides, training guides, implementation ideas, helpful tips, and more.

Virtual Workshops

Focus on topics such as problem-based learning, equity and inclusion in learning, and social-emotional learning to improve practices.

Transcript Tracking

Keep organized and on track with your completed training and professional learning tracks.

Chat and Email Support

Connect with a training specialist to quickly answer questions about your Savvas program.

Sample Professional Learning Plan

Foundational Training

| Timeline | Audience | Duration | Professional Learning Focus |
|---------------------------------|---|---|---|
| Lifetime of the Adoption | Teachers, coaches, district leadership, school administrators | Self-paced | On-Demand Training For additional support, district/school educators can access free training resources on mySavvasTraining.com, an online resource that provides live and recorded webinar training, online tutorials, and directions for download that support the program. |
| Back to School | | Self-paced (hybrid option available, live in-person option available) | Asynchronous Program Activation Asynchronous Program Activation, included with the purchase of your core Savvas curricular program, provides educators with the critical program components they need to get started on the first day of school. |
| Back to School | District and school administrators | 3 hours; up to 30 participants per cohort | Administrator Workshop This half-day session provides administrators with an essential overview of the program. |
| September | District leadership | 1-2 days | Needs Assessment and Planning for Professional Learning At this time, we meet with district leadership to review survey data, student work, student performance on assessments, etc., and use these data points to flesh out a Professional Learning Plan with clear outcomes and milestones. |
| October | Teachers, coaches, specialists | 3 hours virtual (or 6 hour in-person); up to 30 participants per cohort | Implementation Essentials Using a model lesson and a student-focused Look and Listen for tool, this training is designed to support educators in implementing the program effectively and with fidelity. |

“ This professional learning had great scenarios and interactive activities to check and apply knowledge. These were helpful to me because they forced me to slow down, think about what I was listening to, and actively engage in the course. Thank you!”

Ongoing Support for Teachers and Leaders

| Timeline | Audience | Duration | Professional Learning Focus |
|-------------------------|--------------------------------|---------------------------------------|---|
| Late Fall–Spring | Teachers, coaches, specialists | Duration and cohort size vary | <p>Job–Embedded Support for Teachers</p> <p>Option 1: Personalized Coaching Coaching and modeling focused on using the program effectively and reinforcing the learning from Program Activation and the Implementation Essentials Workshop</p> <p>Option 2: Anchored Learning Cycle</p> <ul style="list-style-type: none"> • Learning Outcome/Focus Area—one per coaching cycle to be determined in partnership with the district • Job–Embedded Support applies a coaching cycle to sustain continuous improvement • Our cycle uses school PLCs, coaches, and lead teachers to support professional learning <p>Option 3: Lead Teachers/Learning Lab Schools Cohort of lead/lab teachers across grade levels meets at a school to learn about a Focus Area, exploring it in the curriculum and observing it in the classroom.</p> |
| Fall–Spring | School administrators | 3-hour session semesterly per school | <p>Setting the Stage for Efficacy: Focus Visits Our work with school leaders/leadership teams typically includes Focus Visits, with norm expectations for how a targeted area looks and sounds in daily student learning while helping leaders determine ways to support teachers.</p> |
| Fall–Spring | District leadership | 2–3 hour meeting or ½ day; semesterly | <p>District Leadership – Progress Monitoring Meet to participate in a Focus Visit, review recent evidence of implementation progress, and adjust the Professional Learning Plan as needed.</p> |



“ Seeing the interactions of students and teachers while implementing the program helps me to visualize what it looks like to teach with this program.”



Professional growth to impact teaching and learning

- Personalized Solutions
- Virtual, Hybrid, In-Person Models
- Full-Service Needs Analysis
- Progress Monitoring
- Training Website 24/7

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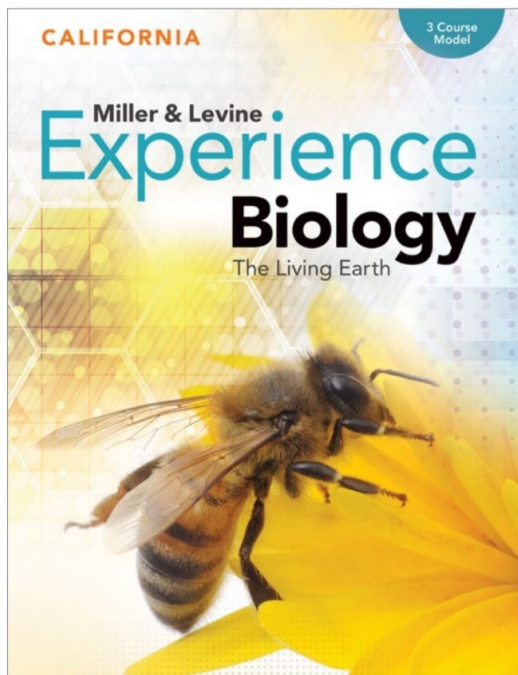


Get Fresh Ideas for Teaching
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Miller & Levine Biology ©2020

3-Course and 4-Course Editions

Kenneth R. Miller, Joseph S. Levine



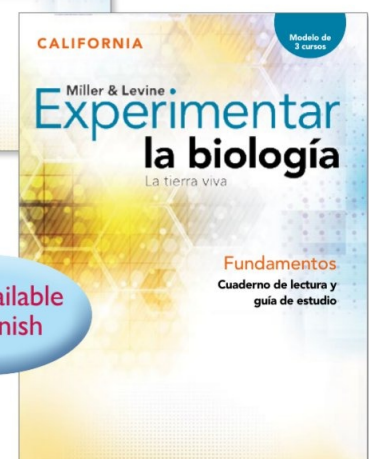
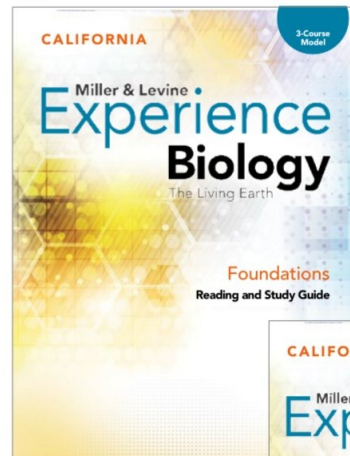
Professional Learning resources available.

See life in a whole new way!

Developed for the modern biology classroom, these innovative and fresh programs focus on new standards, making sense of phenomena, STEM integration, and three-dimensional learning. Respected biology authors Ken Miller and Joe Levine bring an accessible writing style to the narrative that engages students of all levels.

These programs nurture:

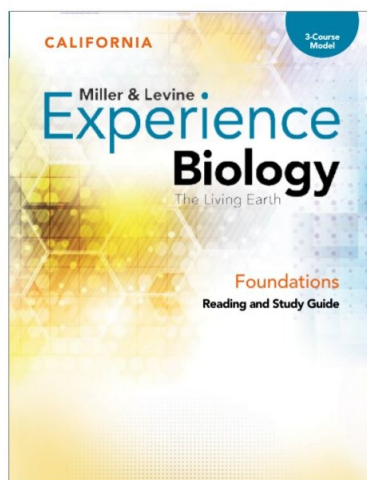
- **Ignites curiosity.** Students interact with real life science phenomena when they investigate case studies and perform hands-on labs.
- **Promotes understanding.** Look for critical reading support, visual aids, English language development strategies, performance-based assessments, and self-monitoring tasks to improve understanding and enjoyment.
- **Inspires learning.** Problem-based learning inspires students to seek out solutions in student led, unit long projects.



Also available
in Spanish

Reach Every Student at Their Own Learning Pace

Every student learns differently. This program provides a variety of tools to help the entire class master biology concepts—from point-of-use tips and visual features, to workbooks and online support. The corresponding teaching materials include differentiated instruction, performance-based and traditional assessments, and ELL/ELD support. Help every student participate in class and achieve success with *Miller & Levine Biology*.



Biology Foundations: Reading and Study Guide Workbook

Study more effectively with the Biology Foundations: Reading and Study Guide Workbook. In this student resource, you will find:

- Interactive experiences that improve science understanding and reinforce the three-dimensional aspect of learning.
- Concise chapter summaries with a focus on the 'key' questions and important vocabulary.
- Point-of-use study tips and learning tools help strengthen comprehension and deepen the understanding of key science concepts.

Differentiated Instruction

ELD and Differentiated Instruction strategies embedded at point-of-use in the Teacher Edition help instructors reach every learner. In the margins, call-out boxes include:

- Modified instruction for special needs students, struggling students, less proficient readers, and advanced students.
- Writing, reading, speaking, and listening activities to support English Language Learners.
- Digital support, vocabulary support, and reading checks to monitor reading comprehension.
- Tips for reaching students, such as connections to visuals, connections to other subjects, reading tools, and activities.

DIFFERENTIATED INSTRUCTION

Support Less Proficient Readers Point out context clues in the Pyramids of Energy paragraph. Have a student read aloud the first three sentences.

Support Advanced Students Have students write a paragraph comparing and contrasting food webs and ecological pyramids. Their paragraph should identify two similarities and two differences. Alternatively, you could ask students to construct a Venn diagram.

Say The word theoretically at the beginning of the first sentence means the statement is true based on an idea. The statement may not be true in real life.

...that the third sentence begins

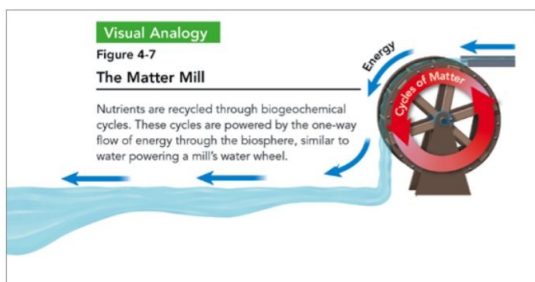
ENGLISH LANGUAGE DEVELOPMENT

Speaking Students work in pairs or groups to communicate the concept of food chains and food webs.

Entering Explain the concepts of chain and web using images of a common chain and a spider's web. Ask students in groups of about five to form themselves into a chain and then a web.

Emerging Ask students to discuss in pairs, using their home language and/or English as well as dictionary resources, additional meanings of the terms chain and web in contexts outside of biology and draw and label illustrations of each.

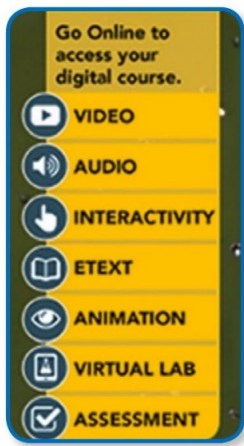
Developing Ask students to work in pairs to identify a food chain and have them draw food chains.



Visual Analogies

- Use familiar real-world examples to maximize understanding.
- Provide a different perspective to enhance lesson content.
- Find questions to ask and connections to Savvas Realize™ in the Teacher Edition margins.

Find Online Support Throughout the Program



Throughout the narrative, you'll find these icons, which show you different ways your textbook is enhanced online.



Interactivity

- Online assets require student interactions through prompts or questions.
- A variety of options include digital art, art review, videos, and vocabulary cards.
- Located throughout the narrative to enhance explanations.

Enhance the Learning Experience with Savvas Realize™

Savvas Realize is your biology class online. The Realize platform delivers rich and engaging content, embedded assessment with instant data, and flexible classroom management tools. Realize gives you the power to truly customize instruction to raise interest and achievement for every biology student.



For Students:

- Student eText with embedded multimedia and offline capability
- Student Explorer's Journal: Problem Based Learning Workbook
- Visual Analogies
- Study Tools
- Note Taking
- Labster Virtual Labs
- Videos & Animations
- Interactivities
- Lesson Reviews
- Assessments
- HHMI Biointeractive Videos, Animations & Tutorials

For Teachers:

- Teacher Edition eText
- Teacher Edition Explorer's Journal: Problem Based Learning Workbook
- Classroom Management Tools
- Assignable standards-aligned activities, homework, and assessments
- Customizable Chapter Labs
- Flexible Assessments
- Editable Teacher Resources
- Learning Analytics
- Automatic Grading Capability
- Ability to upload content
- Google Classroom™ Partner

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Secondary Science Professional Learning *(continued)*

Inquiry-Based Science

Learn how to use several different science resources to implement inquiry-based methods of teaching and learning in a flexible way. Participants begin the workshop by using NSF resources that focus on interactive learning. They discover the various types of inquiry and ways to implement inquiry-based activities within a traditional text. They work with one another to develop confidence with inquiry-based learning and its impacts on differentiation, student assessment, and state and national science standards.

ISBN: 0000112927

Your Next Generation Classroom: How to integrate the NGSS, CCSS, and STEAM into your instruction

Examine the impact that the Common Core State Standards (CCSS) for English Language Arts (ELA), Science, Technology, Engineering, Art, and Mathematics (STEAM), and the Next Generation Science Standards (NGSS) have on classroom instruction. Participants explore best practices and develop a lesson plan that applies these practices. Each topic is explored for approximately two hours.

ISBN: 0000119610

STEM PL Packages

Savvas STEM Professional Learning Packages show you how to apply STEM content knowledge and ensure student understanding. Choose from the packages below.

Applying Knowledge and Practice Package 3 days
Build content knowledge and learn how to apply STEM instructional strategies to your practice.

ISBN: 0000121981

Enhancing and Assessing Practice Package 3 days
Focus on STEM specific pedagogy that reveals student learning and assessment practices.

ISBN: 0000121982

The STEM Institute 15 days

Learn to integrate STEM instruction into existing curricula. Put science and math into action through inquiry and the engineering design process. The STEM Institute presents best practices that help students apply mathematical and scientific reasoning. Besides instructional support, Savvas STEM specialists offer comprehensive on-site leadership. Get hands-on support in lesson and assessment learning. Learn how to create and install a STEM curriculum and interdisciplinary unit. Focus areas include project- and inquiry-based learning, using technology-supported learning tools, and backwards design. Also focus on the 5E instructional model.

Flexible delivery options available. Participant size will vary depending on the type of support provided.

ISBN: 0000121638

ISBN: Additional STEM Institute Service Day: 0000121771

* All PL sessions are six hours in length and accommodate 30 participants unless noted otherwise.

Miller Levine Biology ©2020

| Description | 13 Digit ISBN | Price |
|---|---------------|----------|
| CA Experience Biology The Living Earth, 3 Course | | |
| Student Materials | | |
| Student Edition (print) + Savvas Realize Digital Courseware + Foundations Reading and Study Guide Subscription | | |
| 8-year license | 9781418332693 | \$170.97 |
| 6-year license | 9781418361600 | \$153.47 |
| Student Edition (print) + Savvas Realize Digital Courseware | | |
| 8-year license | 9781418331887 | \$154.47 |
| 6-year license | 9781418331870 | \$136.97 |
| Student Edition (Hardcover) Replacement Copy | 9781418329532 | \$129.97 |
| Foundations Reading and Study Guide | 9781418329556 | \$16.47 |
| Teacher Materials | | |
| Teacher Edition | 9781418329549 | \$176.47 |
| Digital Courseware on Savvas Realize | | |
| Realize Digital Standalone | | |
| 8-year license | 9781418331917 | \$126.97 |
| 6-year license | 9781418331900 | \$111.97 |
| 1-year license | 9781418331899 | \$30.97 |
| Labster Add-on Package | | |
| California Advantage Package 10 additional labs (1-year) | 9781418311636 | \$10.00 |
| Spanish Components | | |
| Spanish Foundation Reading and Study Guide | 9781418335434 | \$20.97 |
| * Located on Savvas Realize. | | |
| † Online teacher materials available upon adoption. | | |
| Prices and availability are effective 10/01/20 and are subject to change without notice. | | |

| Description | 13 Digit ISBN | Price |
|---|---------------|----------|
| CA Experience Biology, 4 Course | | |
| Student Materials | | |
| Student Edition (print) + Savvas Realize Digital Courseware + Foundations Reading and Study Guide + Explorer's Journal | | |
| 8-year license | 9781418316235 | \$183.47 |
| Student Edition (print) + Savvas Realize Digital Courseware + Foundations Reading and Study Guide | | |
| 8-year license | 9781418316228 | \$170.97 |
| Student Edition (print) + Savvas Realize Digital Courseware + Explorer's Journal | | |
| 8-year license | 9781418317881 | \$170.97 |
| Student Edition (print) + Savvas Realize Digital Courseware | | |
| 8-year license | 9781418292010 | \$154.47 |
| 6-year license | 9781418319472 | \$136.97 |
| Student Edition (Hardcover) Replacement Copy | 9781418283087 | \$129.97 |
| Foundations Reading and Study Guide | 9781418283131 | \$16.47 |
| Explorer's Journal | 9781418283117 | \$16.47 |
| Teacher Materials | | |
| Teacher Edition | 9781418283094 | \$176.47 |
| Digital Courseware on Savvas Realize | | |
| Realize Digital Standalone | | |
| 8-year license | 9781418311605 | \$126.97 |
| 6-year license | 9781418336530 | \$111.97 |
| 1-year license | 9781418317898 | \$30.97 |
| Labster Add-on Package | | |
| California Advantage Package 10 additional labs (1-year) | 9781418311636 | \$10.00 |
| Spanish Components | | |
| Spanish Foundation Reading and Study Guide | 9781418283131 | \$20.97 |

ECRCHS Cafeteria Financial Summary

of Serving Days
of Instructional Days

| Month | FY 21/22 Actuals | FY 22/23 (Projected) | FY 23/24 Budgeted |
|----------------------------|---------------------|-------------------------|----------------------|
| Students Approved for FRPM | 1,259 | 1,200 | 1,100 |
| Breakfast Count | 124,204 | 180,654 | 198,719 |
| Lunch Count | 166,346 | 228,203 | 251,023 |
| Total Meals Served | 290,550 | 408,857 | 449,743 |
| Avg. Meals/Day | 1,546 | 2,271 | 2,000 |

REVENUE:

| | | | |
|-----------------------------|---------------------|---------------------|---------------------|
| Federal Reimbursement | \$ 1,058,321 | \$ 693,786 | \$ 797,854 |
| State Reimbursement | \$ 72,260 | \$ 1,164,221 | \$ 1,338,854 |
| Kitchen Infrastructure | \$ 25,000 | | |
| CNIPS Claim | \$ 1,130,580 | \$ 1,858,007 | \$ 2,136,708 |
| CNIPS (COVID rate increase) | | | |
| Snacks/Seconds | \$ 56,128 | \$ 74,712 | \$ 85,919 |
| Adult Meals | \$ 16,411 | \$ 24,198 | \$ 27,828 |
| Student A La Carte | \$ 72,538 | \$ 98,910 | \$ 113,747 |
| Paid Meals | | | |
| Total Revenue | \$ 1,203,119 | \$ 1,956,917 | \$ 2,250,455 |

EXPENSES:

| | | | |
|--------------------------------------|--------------|--------------|--------------|
| Chartwells - Food Cost | \$ 451,396 | \$ 629,332 | \$ 727,574 |
| Chartwells - Labor Cost | \$ 598,284 | \$ 834,232 | \$ 861,669 |
| Chartwells Invoice- Gross | \$ 1,049,680 | \$ 1,463,565 | \$ 1,692,032 |
| Commodities Credit | \$ (34,482) | \$ (34,424) | \$ (34,000) |
| Chartwells Invoice- NET | \$ 1,015,197 | \$ 1,429,141 | \$ 1,726,032 |
| FDP/USDA - Food Shipping Invoice | \$ 2,618 | \$ 803 | \$ 2,000 |
| Salary Expense | | \$ 33,240 | \$ 36,000 |
| Other Expense (repairs/operations) | | \$ 15,487 | \$ 20,000 |
| Cafeteria Infrastructure Investments | | \$ 158,076 | \$ 200,000 |

Total Expense

| | | |
|--------------|--------------|--------------|
| \$ 1,017,815 | \$ 1,636,747 | \$ 1,984,032 |
|--------------|--------------|--------------|

Net Gain/Loss - (Learning Loss)

| | | |
|------------|------------|------------|
| \$ 185,303 | \$ 320,170 | \$ 266,422 |
|------------|------------|------------|

Net Per Meal

| | | |
|---------|---------|---------|
| \$ 0.64 | \$ 0.78 | \$ 0.59 |
|---------|---------|---------|

Fund Balance

| Rates | 21/22 | 22/23 | 23/24 |
|------------------|---------|---------|---------|
| Breakfast | \$ 2.48 | \$ 2.48 | \$ 2.59 |
| Lunch | \$ 4.06 | \$ 4.06 | \$ 4.25 |
| Non-Reimbursable | \$ 4.06 | \$ 4.06 | \$ 4.25 |

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Camino Real Charter High School

CDS Code: 19647331932623

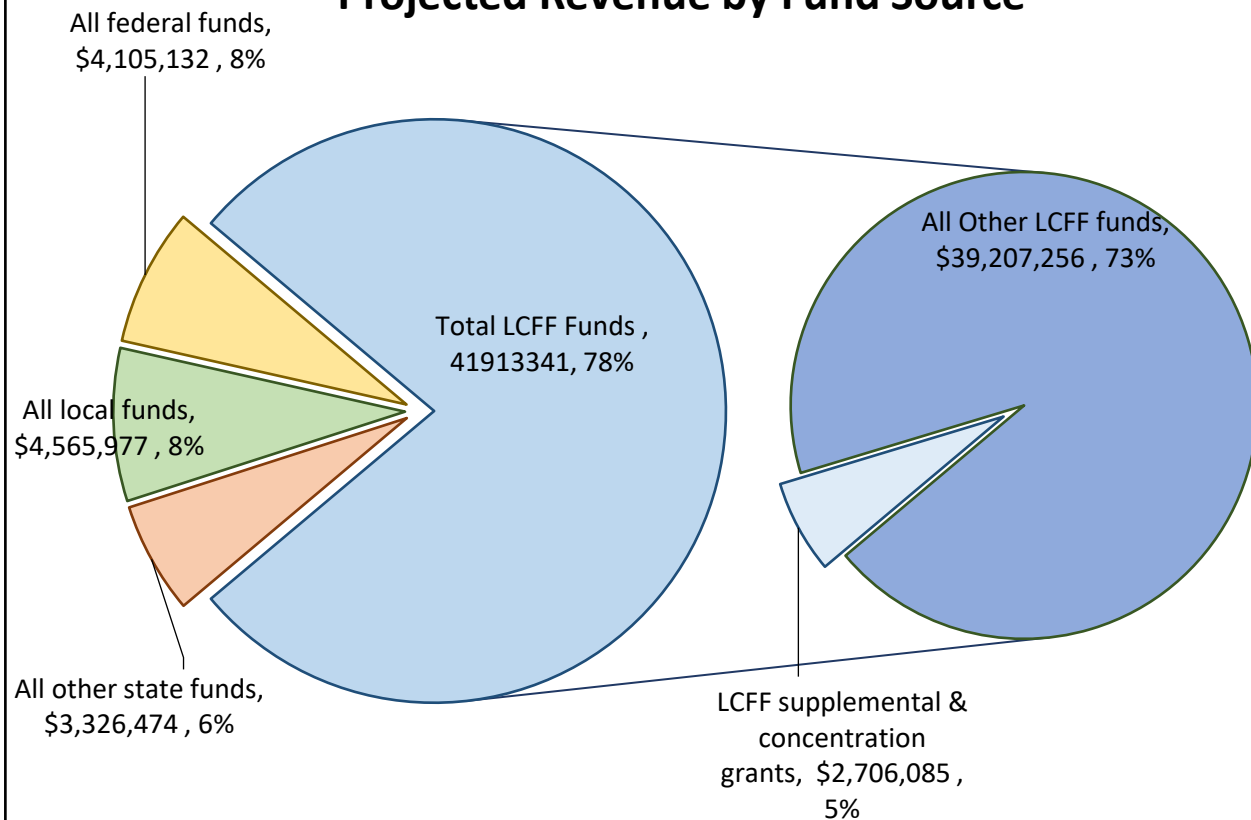
School Year: 2023-2024

LEA contact information: David Hussey, 818-595-7500, d.hussey@ecrchs.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-2024 School Year

Projected Revenue by Fund Source

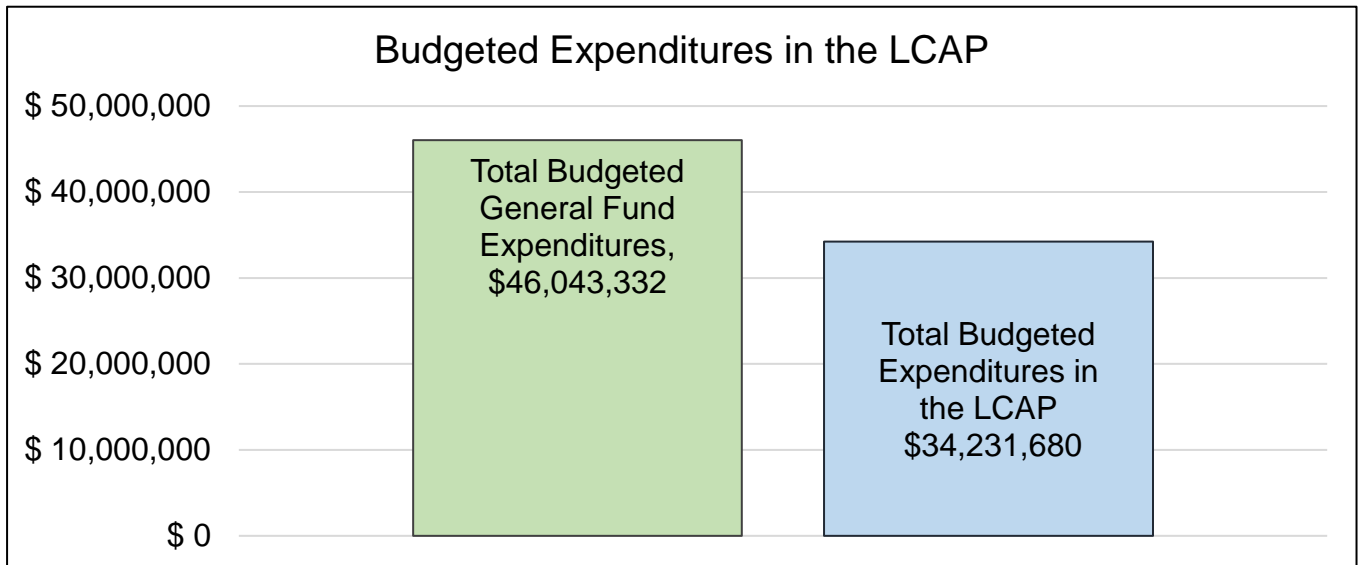


This chart shows the total general purpose revenue El Camino Real Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for El Camino Real Charter High School is \$53,910,924.00, of which \$41,913,341.00 is Local Control Funding Formula (LCFF), \$3,326,474.00 is other state funds, \$4,565,977.00 is local funds, and \$4,105,132.00 is federal funds. Of the \$41,913,341.00 in LCFF Funds, \$2,706,085.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much El Camino Real Charter High School plans to spend for 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: El Camino Real Charter High School plans to spend \$46,043,332.00 for the 2023-2024 school year. Of that amount, \$34,231,680.00 is tied to actions/services in the LCAP and \$11,811,652.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

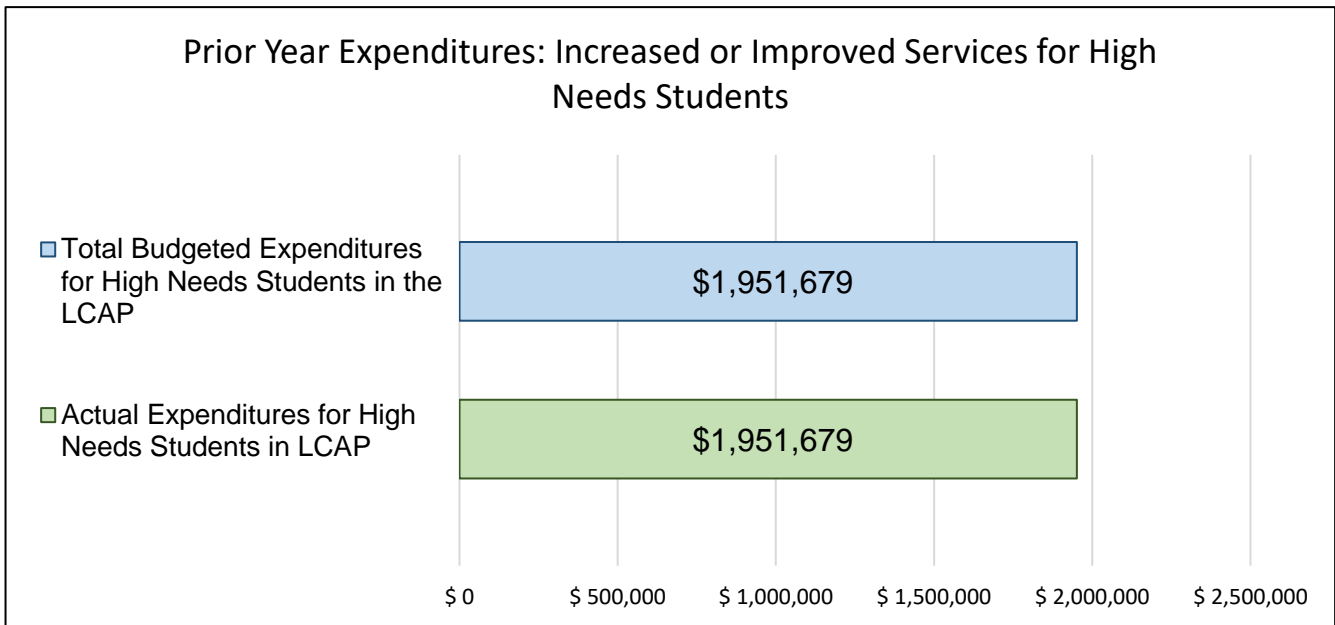
General fund expenses not included in LCAP include salaries and benefits for administrative and clerical staff, contributions to OPEB, legal expenses, office supplies, and expenses paid out of student body funds

Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, El Camino Real Charter High School is projecting it will receive \$2,706,085.00 based on the enrollment of foster youth, English learner, and low-income students. El Camino Real Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. El Camino Real Charter High School plans to spend \$2,706,085.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-2023



This chart compares what El Camino Real Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what El Camino Real Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-2023, El Camino Real Charter High School's LCAP budgeted \$1,951,679.00 for planned actions to increase or improve services for high needs students. El Camino Real Charter High School actually spent \$1,951,679.00 for actions to increase or improve services for high needs students in 2022-2023.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--------------------------------------|---------------------------------------|
| El Camino Real Charter High | Minita Clark Administrative Director | m.clark@ecrchs.net 818-595-7500 x7507 |

Plan Summary 2023-2024

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

El Camino Real High School opened on February 3, 1969, in Woodland Hills, CA. The school originally served grades 10-12 and opened to ninth graders in the mid-eighties. The school mascot was formerly the “Conquistadores” and was recently voted on and selected by stakeholders as the “Royals” in 2021. The official school colors are dark blue, light blue, and camel.

In 2011, El Camino became an Independent Conversion Charter School and is now known as El Camino Real Charter High School. The Alternative Education Program was added a couple of years later and is located on campus on the site of the former Miguel Leonis Continuation High School and is referred to as the El Camino Real Charter High School North Campus. The ECR North Campus houses a Flex and Independent Studies program.

Over the years, El Camino has gained a reputation of excellence in academics, athletics, and activities. Our programs have won countless awards including Academic Decathlon National Titles, CIF Athletic Championships, and Performing Arts victories. In 2009, El Camino was named a California Distinguished School by the California Department of Education.

Our enrollment is currently 3,661 students in grades 9-12. Socially disadvantaged students represent 35.8% of the population. English Learners represent 1.8% of the population and Foster Youth represent 1.8% of the population. Our graduation rate for 2021 was 89.6% which is higher than the local district and state graduation rates.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The most recent CAASPP SBAC scores from 2021 reflect the highest increase ECR has seen since 2014. Scores are indicated below:

Success Area: Creating a safe, welcoming environment
Weekly Covid testing onsite
No outbreaks requiring school closure
Air purifiers placed in offices
Upgrades to technology infrastructure

Success Area: Academics & Student Support
Increased afterschool department-based tutoring
Transportation (TAP card)
Support staff directly in the classroom
Peer tutoring
Lunch tutoring

Success Area: Counseling & Mental Health
Expanded counseling services
PSW (one added in first semester) & Counselors provides workshops for students and staff

Success Area: College Counseling
Mentorship partnership with current college students/former ECR graduates
Increased College Fairs
Increased Monthly speakers

Success Area: Parent Engagement
Friends of ECR PTO growth
Padres Latinos outreach
RISE parent outreach
PAC Committee outreach

Success Area: Community Connection & Partnerships
Dual Enrollment program

Success Area: Recruiting, hiring, training and retaining high-quality staff
ECR hired eleven new teachers and several paraprofessionals
All ECR teachers participated in weekly PLC groups
PD Opportunities throughout the year were: Social Emotional Health; Mental Health; Trauma Informed Care; Mindfulness

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Reflections for 2020-2021

While there is much to celebrate, there are also areas that need improvement. The goals and action steps within this plan will help to address the needs, and they are:

- Second lowest level for our Suspension Rate. (This number has since improved)
- Students with disabilities scored in the lowest tiers of performance
- African American students and English learners scored in the bottom tiers of performance

Reflections for 2021-2022

While there is much to celebrate, there are also areas that need improvement. The goals and action steps within this plan will help to address the needs, and they are:

- Attendance and Discipline support
 - Parent Engagement
 - Schoolwide marketing efforts
- Mental Health & Social Emotional Learning

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

- The key features of the 2021-2022 LCAP are as follows:
- 1. Common Core-focused (i.e., standards-based instruction in every classroom)
 - 2. Assessment of and for student learning
 - 3. Preparing students for college and/or careers
 - 4. Equitable and Culturally Responsive Instruction
 - 5. Addressing students' mental health and social-emotional needs
- The key features for the upcoming 2022-2023 year are based on feedback provided by stakeholders. Overarching themes include:
- 1. Teacher administrator connections
 - 2. Social-emotional well-being and mental health
 - 3. Parent-school communication connection
 - 4. School marketing efforts

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not eligible for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not eligible for CSI; not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The ECR LCAP was written by the six-member LCAP Committee. The Executive Director and Administrative Directors as well as the Chief Business Officer & the Director of Finance & Accounting received the plan for review and revised for clarity where needed. The LCAP plan was also shared in SSC Meetings and PAC Meetings. An LCAP Survey was sent to all parents and students for feedback in April 2022.

The initial draft will be shared at the Jun 2, 2022 board meeting.

A summary of the feedback provided by specific educational partners.

Prior to meeting with the LCAP Committee to actually devise the plan, an LCAP survey was sent to parents and students. Approximately 438 responses were received. The LCAP survey sent to staff received 110 responses. Parent groups also met to discuss the plan in addition to ECR committees such as PDAC, PAC, and SSC. An Instructional Leadership Team (ILT) survey was sent to all department chairs and coordinators. The plan was revised by the LCAP Committee.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Areas influenced by reports from stakeholders include:
Attendance and discipline
Mental Health & Social Emotional Learning

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | Students will demonstrate academic growth in ELA, Math, & Science. |

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School has a standard of excellence for all students. We set high expectations and goals for our leadership, teachers, and staff that will help students achieve at higher levels. Our long-term goal is for 100% of our students to meet standards as evidenced by either State or Local assessments.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
|---|--|--|-----------------------------|----------------|--|
| Percentage of 11th-grade students scoring 'Met' or 'Exceeded' on SBAC in ELA | 59.46% (per 2019 SBAC data) | 65.62% (per 2021 SBAC data; a 6% increase) | 64.9% (per 2022 SBAC data) | TBD Year 3 | Increase 8% above latest baseline (i.e., 75% met or exceeded) |
| Percentage of 11th grade students scoring 'Met' or 'Exceeded' on SBAC in Math | 41.18% (per 2019 SBAC data) | 51.17% (per 2021 SBAC data; a nearly 10% increase) | 36.11% (per 2022 SBAC data) | TBD Year 3 | Increase 9% above the latest baseline (i.e., 60% met or exceeded) |
| Percentage of 12th grade students scoring 'Met' or 'Exceeded' on CAST in Science | 29.03% (per 2019 CAST) | 28.72% (per 2021 CAST) | 36.93% (per 2022 CAST) | TBD Year 3 | Increase 11% above baseline (i.e., 40% met or exceeded) |
| Percentage of students enrolled in at least one advanced class will increase by 1% as measured by | 53 % of the students enrolled at ECR are in at least one Honors or AP class. | Maintained | Maintained | TBD Year 3 | 56% of the students enrolled at ECR will be enrolled in at least one Honors or AP class. |

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| students enrolled in at least one Honors, Advanced Placement, or Junior/Community College Class | | | | | |
| Percentage of students who are College & Career Ready will increase by 25% as measured by the CA dashboard. | The A-G completion rate for the class of 2020 was 55.9%. We did not have a CTE program this particular year. | A-G completion rate for 2021 is 55.20% | TBD Year 2 | TBD Year 3 | Increase to 75% by 2024 |
| Increase the % of Special Education (SPED) students achieving SBAC met/exceeded status | English - 85.6 points below standard (CA Dashboard) Math - 166 points below standard (CA Dashboard) | 25% of SPED students achieved met or exceeded status on 2020-2021 SBAC - English 11.5% of SPED students achieved met or exceeded status on SBAC - Math 2020-2021 | 23.37% of SPED students achieved met or exceeded status on 2021-2022 SBAC - English 3.80% of SPED students achieved met or exceeded status on SBAC - Math 2021-2022 | | English: Increase to 25% meeting standards by 2024 an increase of 25 points Math: Increase by 25 points by 2024 |
| Increase the % of English Language Learners (ELLs) achieving SBAC met/exceeded status | English - 76.3 points below standard (CA Dashboard) Math - 96.1 points below standard (CA Dashboard) | Data not yet available for 2022 SBAC | TBD Year 2 | | Increase to 40% meeting standards by 2024 English: Increase by 25 points for students meeting standards |
| Step 8: Increase the percentage of English Language Proficiency Assessments for California (ELPAC) students who achieve moderate/well status | 37.5% of students achieving moderate/well status in 19-20 | 79% of students achieving moderate/well status in 20-21 | 62% of students achieving moderate/well status in 21-22 | | 90% of ELs will make at least one year of progress by 2024. |
| Maintain or Increase EL reclassification rate | 39.5% - 48 EL students / 19 reclassified in year 2020-2021 | 42% - 61 students/ 26 reclassified in year 2021-2022 | 56% students students reclassified in 2022-2023 | | 46% of ELs reclassified each year |
| Increase AP pass rate by 12% | 63% of students in 2021 passed AP exams with a 3 or higher | Based on the Four-Year Cohort Rate, 26.3% of students passed AP exams | TBD Year 2 | | 75% of students will pass with a 3 or higher |

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| | | with a 3 or higher | | | |
| Measurable Outcome for Action Step 11: Increase graduation rate in CALPADS by 2.4% | 93.6% (California Dashboard) | 87.4% (19-20) 89.3% (20-21) | TBD Year 2 | | 95% of students will graduate |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|----------------|--------------|
| 1 | CAASSP/SBAC Improvement ELA | ECR will create additional positions and roles as needed to support teaching and learning schoolwide. These may include, but are not limited to, teacher leadership, instructional, and instructional support roles. (1FTE) | \$900,000.00 | No |
| 2 | CAASSP/SBAC Improvement Math (repeated expenditure, Goal 1, Action 1) | ECR will create additional positions and roles as needed to support teaching and learning schoolwide. These may include, but are not limited to, teacher leadership, instructional, and instructional support roles. (1FTE) | \$0.00 | No |
| 3 | CAST/Science Improvement (repeated expenditure, Goal 1, Action 1) | Provide Science intervention, tutoring, during and after the school day to improve student achievement. | \$0.00 | No |
| 4 | Advanced class enrollment increase | Review MAP and Classroom data and reach out to students who stand out as AP/Honors potential students | \$214,000.00 | No |
| 5 | College and Career ready students | Expose students to various careers and colleges through workshops, seminars, company/organization tours, virtual college/university tours, and possible on-campus college/university/historically black college and university (hbcu) tours | \$150,000.00 | No |
| 6 | SPED students meets/exceeding SBAC/CAASSP | Teachers are allowed additional time to work and plan with SPED teachers to improve student learning as well as providing weekly tutoring | \$2,116,230.00 | No |
| 7 | ELLs meets/exceeds SBAC/CAASSP | Support ELLs through targeting intervention and virtual tutoring opportunities | \$112,725.00 | Yes |
| 8 | Increase reclassification rate | Purchase research based programs that specifically support EL learners in reading and math | | No |
| 9 | Increase % of English learners who increase in English Proficiency as measured by ELPAC | Continue to provide in-class supports for ELs | | No |
| 10 | Increase AP pass rate | Students will improve AP pass rates with a score of 3 or higher | | No |

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|----|--------------------------|---|----------------|----|
| 11 | Increase graduation rate | Increase the number of students who graduate from ECR college and/or career ready | \$1,751,196.00 | No |
|----|--------------------------|---|----------------|----|

Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation for this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

The specific actions indicated are necessary in order for ECR to improve student academic performance in ELA, Math, and Science. Thus far, the data shows a majority of our efforts are working. However, the data also reveals that there is a need to focus more heavily on specific subgroups and utilize research-based methods to improve student academic performance.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Planned goals generally remained the same but some metrics and funding were adjusted based on new data, feedback, and assessment of effectiveness.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

| Goal # | Description |
|--------|---|
| 2 | All students are provided a high quality education with equitable access to standards-based instruction, innovative strategies and programs, and rigorous learning. |

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School's vision is to be highly regarded for its innovative teaching methods that empower students to be independent, determined, and compassionate global citizens who think critically, collaborate confidently, and work passionately toward a sustainable future. This goal encompasses every aspect of the school's vision in an effort to meet the needs of all students. The academic foundation we are laying includes the full implementation of Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and equitable instruction for all students. Our students also take the NWEA MAP assessment and we measure academic growth three times per year in this way. This goal was created with closing gaps based on data from both SBAC and MAP in mind.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
|--|--|---------------------------------------|---|----------------|--|
| Purchase or Create an intervention curriculum to be used in all intervention classes | In progress - TBD (9 study skills classes) | In progress | A research-based intervention curriculum with a focus on reading and math will be purchased for Fall 2023-2024. | | Improved student achievement and additional opportunities for students to receive instructional support. |
| Administer MAP assessment to incoming freshman throughout June and July 2021 | Summer 2021 - TBD | Administered in Fall 2021 (completed) | Administered in Fall 2022 (completed) | | early awareness of student achievement levels in order to plan for each year |
| Consult with departments to provide and/or purchase differentiated standards-based instructional materials | Departments provide data outlining performance of all students as a result of new instructional materials. | Done through PLC course-alike groups | Departments will continue to review data in PLC groups and use it to inform instruction | | Maintain the most current and beneficial instructional materials for teachers annually |
| Hiring tutors to | Approximately 20 | TBD Partially fulfilled; in- | Will continue to use | | Tutors will provide support for |

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| support core classrooms based on schoolwide data beginning with large class sizes and expanding over a two year period | classrooms in need of tutors | class support through Edlogical | outside agencies such as Edlogical for in-classroom support | | student learning in large classes to improve student achievement |
| Quarterly disaggregated data will be submitted to administrative directors; also department meetings will be held to discuss data, instructional progress, and reteaching needs | Data will be used to identify subjects and students in need of support | Collected through PLC process | We will continue to focus on using data to inform instruction and decisions at all levels | | Data will be used for reteaching, identification of strengths and weaknesses in individual classes and course alike. |
| Scheduled department retreats in order to share teaching practices | Retreats will begin Fall 2021 | Each department held at least one retreat day | Continue semester retreats at El Camino Real Charter High School. | | Foster more department collaboration for vertical and horizontal planning |
| Schedules of dates for additional professional development addressing support for English learners, low income, foster youth, and students with disabilities | 0 held last year due to COVID 19 pandemic | Four PD sessions planned for 22-23 school year | Our PD Committee in conjunction with administration will develop monthly PD sessions based on needs identified by WASC and Charter Division | | Ensure students are receiving FAPE to meet their instructional needs |
| Ongoing review, updating and modification of curriculum maps based on implementation of common core and/or NGSS standards | 50% departments currently engage in this work | Majority of depts, around 75% have completed curriculum maps; two remaining departments are still working; standards review is ongoing | Ensure completion of curriculum maps for all departments prior to the start of the academic year. | | All departments have working curriculum maps |
| Employ Bilingual | Currently have one part | Employed one bilingual | Hire an additional bilingual | | Two part-time EL assistants |

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|---|---|---|---|--|---|
| Assistants to support EL students access to CCSS in all content areas for English Language Development Acquisition. | time support person | assistant this year | assistant to support our growing EL program | | hired before school begins August 2022. |
| Teachers are highly qualified | 100% | Consistent | Consistent | | 100% highly qualified staff maintained |
| Reading Growth MAP | (MAP) Grade 9: 226.6 Grade 10: 227.5 Grade 12: 232.2 | (MAP) Grade 9: -1 points Grade 10: +1 points Grade 12: -3 points | | | MAP growth has occurred in some areas and we fully expect growth in all areas |
| Math Growth MAP | Grade 9: 232.7 Grade 10: 238.0 Grade 12: 250.3 | Grade 9: +4 points Grade 10: +4 points Grade 11: -1 points | | | MAP growth has occurred in some areas and we fully expect growth in all areas |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| 1 | Targeted Intervention | Provide timely intervention with a common curriculum in the form of support classes for targeted students. (e.g., Lexia Learning, iReady, PBIS) | \$67,557.00 | Yes |
| 2 | Assessment of Learning | Assess students at the end of 2022 year and notify parents of how students are performing as well as programs in place to support students. | \$25,000.00 | No |
| 3 | Instructional materials | Standardize instructional materials and textbooks for all subject areas. | \$1,158,810.00 | No |
| 4 | Teacher Support | Increase in-class teacher support by hiring paraprofessionals and/or tutors beginning with core classes and high student populations with the intent to expand over two years. | \$460,000.00 | No |
| 5 | Common Assessment | Use common assessments (formative, interim, summative) to gauge student progress. Gather data to lead and direct instruction. | \$100,000.00 | No |
| 6 | Department Planning Days | Departments or Course-Alikes must host bi-annual professional development retreats focused on review of ccss, curriculum maps, vertical alignment, data analysis, development/calibrating formative assessments and implementing research-based instructional strategies. | \$376,141.00 | No |
| 7 | Meeting the needs of English learners, foster youth, students with disabilities, and low | Departments will engage in and seek professional learning opportunities to support all students with special attention to strategies to support our most at-risk populations of students. Attention to vertical and horizontal alignment and differentiation of instruction is integral to the success. | \$200,000.00 | Yes |

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| | income. | | | |
| 8 | Curriculum/PLC investment | Data training to support Curriculum & Instruction to analyze school and grade level data within departments and individual teachers. Identify PLC leaders to visit classes and provide coaching and support. | \$250,000.00 | No |
| 9 | Academic Intervention Classes (repeated expenditure, Goal 2, Action 11) | Create at least one academic intervention/study skills class per period to complement intervention and supplement any learning loss. Students will be identified based on their academic performance. | \$0.00 | Yes |
| 10 | Employ Bilingual assistants | Hire one or two bilingual assistants to further enable English learners to access the ccss and English Language Development standards. | \$52,704.00 | Yes |
| 11 | Highly Qualified Teachers | Continue to maintain 100% highly qualified teachers at ECR | \$19,146,163.00 | No |
| 12 | Reading MAP Growth (repeated expenditure, Goal 2, Action 11) | Implement NWEA MAP Reading test three times annually as internal assessment and use data to inform instruction | \$0.00 | No |
| 13 | Math MAP Growth (repeated expenditure, Goal 2, Action 11) | Implement NWEA MAP Math test three times annually as internal assessment and use data to inform instruction | \$0.00 | No |

Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation for this year. Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

The specific actions were necessary to make progress toward the goal. We have successfully identified students in need of academic support and are working towards rebranding our study skills classes to focus more on academics in order to improve student achievement. We will purchase a research based curriculum to help facilitate the transition from study skills classes to academic intervention classes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Planned goals generally remained the same but some metrics and funding were adjusted based on new data, feedback, and assessment of effectiveness.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

| Goal # | Description |
|--------|--|
| 3 | All students will graduate college and career ready as well as increased Graduation Rate for Students with Disabilities, LatinX, English Learners, African American students, Foster Youth, and Homeless Youth |

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School places students' preparation for colleges/universities and/or careers of high importance. We recognize that not all students will attend college/university but we advocate that those who have a desire, should be well prepared to do so after leaving ECRHS. Since preparation is the key, this goal increases the expectations of students to challenge themselves by taking rigorous courses, teachers to expose students to rigor and higher order thinking skills, and staff to create opportunities with few barriers that lead to the specific pathways students desire.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
|--|---|--|--|----------------|---|
| Create one to two CTE pathways. | Currently, ECR has CTE elective classes but does not have any CTE pathways. | As of 2022, ECR has three (3) Pathways | ECR now has four Pathways (Woodworking, Culinary Arts, Video Game Design, and Media) | | Provide more post secondary options for students who do not desire to attend college |
| Freshmen will have a minimum of three or more academic classes in their 9th grade schedules. | The year of 2020-2021 was the first year that we offered CP World History to our incoming 9th grade students, along with AP Human Geography and AP Environmental Science. | On track and in progress | On track and in progress | | Increased rigor and offering of higher level classes |
| Increase A-G completion rate by 10% over three years | The A-G completion rate for the class of 2020 was 55.9% | Current A-G completion rate was 60.8%. | | | Increase support for those who desire college so that they are successful |
| Increase dual enrollment and concurrent enrollment participation | ECR currently has one junior cohort for dual enrollment and one senior cohort for dual enrollment. | On track and in progress | On track and in progress | | Tracking of concurrent enrollment classes and increase of 25% for the 22-23 school year |

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| | Not currently tracking concurrent enrollment classes. | | | | |
| Increase enrollment of each subgroup (i.e., FRMP, Latinx and African American students) in AP classes by 7% each | In the fall of 2020, the % of students enrolled in at least one or more AP class by subgroup: 25% of African American Students 27% of Latin X students XX% of FRMP students | Overall decrease: 4.6% of African American Students 24.2% of LatinX students | | | Increase outreach and interactions with subgroups (and parents) so they are aware of ECR AP offerings and the support provided to help them be successful |
| Provide 1-2 college and career focused PD trainings for the staff per school year. | In the year 2020-2021, there were 0 college and career focused PDs offered to the staff. | College Counselors presented one PD training this year. | | | Collaborate with staff to increase awareness of college/career options |
| Increase # of students who earn the seal of biliteracy by 15%. | 132 students earned the seal of biliteracy in 2021 115 students earned the seal of biliteracy in 2022 | Declined this year by 17 students | | | An opportunity to earn a distinction upon graduating with support from teachers and staff. The number one issue that prevented students from earning the seal was the SBAC which was not mandated last year. Also scoring low on the SBAC. |
| Continue to fund the PSAT for the 9th-11th grade students. | ECR has funded the PSAT for 9th-11th graders. | Fully funded | Fully funded | | Cover the cost to all students so that PSAT testing is accessible to all students |
| Quarterly after hour events hosted by counselors and weekly extended hours to meet with counselors. | In the year 2019-2020, counselors offered weekly extended hours but were not able to do so in the year 2020-2021 due to COVID. | Counseling hours were offered one day a week for parents and students Year 1 | Counseling hours were offered one day a week for parents and students Year 1 | | Be available to parents and students after general work hours to answer questions and increase contact. |
| Increase to at least 9 academic counselors. | ECR currently has 7 academic counselors with an average caseload of about 480 students. | Hired three additional academic counselors Year 1 | Hired one additional academic counselor Year 2 | | Lower counselor caseload thereby allowing counselors the opportunity for more one on ones. Average caseload has gone from 480 to 360 |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| 1 | Develop and enhance CTE curricula | Continue to enhance our CTE Pathways. We currently have three pathways: Woodworking, Culinary Arts and Arts , Media, and Entertainment | \$30,000.00 | No |
| 2 | Increase Rigor | Enhance Rigor in 9th grade. (including, but not limited to the addition of a college preparatory science, world history, or world language course) Starting in Fall 2022 All 9th grade students take at least one of these. | | No |
| 3 | Prioritize A-G Completion rate | Increase A-G completion rate for all students with special attention to our subgroups. The AA coordinator and Latin X coordinator meet with students one on one and in groups to discuss A-G. | | No |
| 4 | Increase college/university partnerships | Increase collaboration with colleges and universities by increasing the number of students enrolled in our dual enrollment program and concurrent enrollment classes. We have continued stable enrollment in our Dual enrollment program. We need a process to collect concurrent enrollment documentation. | | No |
| 5 | Expand AP services | Expand student support, access, and equity to AP classes, identified by AP potential, focusing on the most vulnerable student populations. AA and Latin X coordinator meet one on one and in groups with these populations. AP Expo night each school year. | \$142,000.00 | No |
| 6 | Biliteracy | Continue and increase number of students who qualify for the state Seal of Biliteracy with a focus on the importance of state testing and earning a 3 or higher. | | No |
| 7 | PSAT Funding | Continue to fund the PSAT for 9th-11th grade students. | \$35,000.00 | No |
| 8 | After-hours Counseling Services | Provide more after-hours services for families to attend informational meetings regarding A-G college admissions and other college topics. Additional counselor hours during programming season and over the summer. | \$46,773.00 | No |
| 9 | Early identification of students not meeting A-G | Utilize the D/F report to identify students to enroll in our Study Skills/intervention classes. Counselors will conduct parent outreach including info on intervention, tutoring and summer school options. | | No |

Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation for this year. Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated

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| Actual Percentages of Improved Services. |
| An explanation of how effective the specific actions were in making progress toward the goal. |
| The specific actions were effective and we have made great strides regarding this goal. We have increased from three to four Pathways which opens up potential areas of interest for students to explore. At some point in the near future, staff would like to consider revamping the summer bridge program. |
| A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice. |
| Planned goals generally remained the same but some metrics and funding were adjusted based on new data, feedback, and assessment of effectiveness. |

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

| Goal # | Description |
|--------|--|
| 4 | Provide a safe, more inclusive, and culturally competent learning environment through targeted efforts that support students of color, students experiencing opportunity gaps and LGBTQ+ students. |

An explanation of why the LEA has developed this goal.

Here at El Camino Real Charter High School, we want to more adequately promote safe spaces where students can speak openly and explore assumptions about issues related to race, class, culture, gender, religion, etc. Further, we want our staff to learn and implement strategies for creating classrooms that are culturally inviting to all. We want underrepresented groups to feel empowered and encourage a celebratory approach to culture and history.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
|---|-----------------|---|---|----------------|--|
| Create a calendar for equity professional development for staff | In progress 50% | PDAC planned a Cultural Proficiency & Awareness session to be delivered on October 27, 2021 but it was canceled by the presenter with short notice. Trauma-Informed Educator professional development organized by Ms. Clark and funded by the Educator Effectiveness Block Grant. This was an optional 3-part series on the following dates: 3/24, 3/25, 3/30, 3/31, 4/11. In Spring 2022 PDAC TBD Year 2 TBD Year 3 Consistent and on-going professional development that create more awareness of interactions | Equity LGBTQ+ series offered during the 22-23 academic year. In the 23-24 academic year we will offer additional PDs focusing on additional subgroups | | Consistent and on-going professional development that create more awareness of interactions and sensitivity to diverse communities |

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| | | and sensitivity to diverse communities created a 3 part series for Safe Spaces and Restorative Practices that were instrumental; however, long-term equity professional development is still in the planning stage by PDAC. | | | |
| Monthly social emotional events calendar | Create community and staff events promoting wellness | The Wellness Center has been established and the counselors have created social-emotional opportunities for students for every day of the week including "Flexible Pathways", "Secrets to Success", "Young Royals", "Lunch and Chat", "Art and Soul, and "Active Minds." For example, "Secrets to Success" on Mondays discusses time management, stress management, school connectedness, and social media. Counselors also send out "Real Talk" to teachers and students where it outlines topics of the months with resources for socio-emotional issues. | The Wellness Center continues all of the above. | | Workshops and events that improve mental health for staff and students |
| Increase awareness of parent groups and facilitates communication among all stakeholders via ECR | Identification of at risk students and their parents. | A weekly newsletter is sent to all families The updated website contains a "Families" tab linked to pages for parent groups such as FOECR, RISE, | We will continue with the above and utilize the new Marketing Coordinator to help increase awareness of parent activities and volunteer opportunities. | | Consistent communication between parents and school to increase student achievement. |

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| communication platforms | | Padres Latinos. Access to Aeries & Canvas through Parent Portal FOECR hosts coffee with the ED. A Parent University will be held 4x per academic year to provide information, receive input and feedback on school policies, procedures, academics, and parenting support/training. | | | |
| Administer staff school equity and school climate surveys as well as develop a DEI plan | Initial stages; no progress at this time | Initial stages; no progress at this time | Staff desire a DEI Coordinator. We are in the discussion phase with plans to potentially hire a part-time DEI Coordinator that will function as a .5 Teacher/.5 DEI Coordinator. | | Development of DEI plan and surveys input with full implementation |
| Administrative Directors in conjunction with teachers leaders (i.e, coordinators and coaches) will conduct Student Roundtables and Town Halls to promote diversity, equity and inclusion. | Initial stages; no progress at this time | Initial stages; no progress at this time | Two Student Roundtables were held this year. | | Roundtables discussions will allow leaders to stay abreast of and assess school needs by allowing students a voice |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------------|---|--------------|--------------|
| 1 | Equity Training | Offer ongoing equity based training and professional development in culturally responsive teaching to all staff. | | No |
| 2 | Cultural Workshops & Experiences | Provide culturally based motivational workshops, learning experiences, field trips, and assemblies, or clinics utilizing in house and outside professionals to meet social-emotional needs of learners and staff. | \$450,000.00 | No |
| 3 | Underserved Parent Groups | Maintain active status of parent and student groups that represent students experiencing opportunity gaps. | \$5,000.00 | Yes |

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|---|---|---|--|----|
| 4 | Equity Advisory Committee Expansion & School Plan | Promote the Equity Advisory Committee's student survey and have students be given designated time to complete. Create a staff survey similar to the student survey. Create lists of conferences and professional development opportunities the center equity that educators and staff can attend for pay. Purchase and/or create posters, artwork, signs, books, instructional materials,,etc. for representation of subgroups throughout the school and especially in classrooms | | No |
| 5 | Student Roundtables | The administrative team will meet monthly with various student clubs in order to hear feedback and action steps to ensure a more inclusive environment. | | No |

Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation for this year. Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Specific actions are effective and we are making progress toward the goal. We have increased in the number of PD offerings for specific student needs and also we have been more intentional about listening to student and teacher/staff voices to promote a more inclusive environment.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Planned goals generally remained the same but some metrics and funding were adjusted based on new data, feedback, and assessment of effectiveness.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

| Goal # | Description |
|--------|---|
| 5 | All parents of the school community will have increased, authentic, safe opportunities to give input with regular, effective, two-way communication for shared decision-making. |

An explanation of why the LEA has developed this goal.

ECRCHS wants to improve and/or increase the parent participation and engagement in their children's learning process in preparation for high school and beyond. We believe that better communication amongst the school community serves to increase academic achievement overall. Parents as partners is a concept we want to live by at El Camino Real Charter High School. Research shows that parent involvement improves student academic achievement as well their motivation to succeed. The school, as well, is an integral part of this process and therefore must create steps to improve opportunities for stakeholders to communicate and participate through feedback, surveys, meetings, and events that build a community of support.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
|--|--|--|--|----------------|---|
| Meeting logs; newsletter and website postings | Attendance at current meeting | Twenty-two newsletters sent this school year | A newsletter is sent every Sunday by the new Marketing Coordinator. Website design updates will be forthcoming in an effort to make it easier to locate pertinent information for families online. | | Keep parents regularly informed of school initiatives, events, decisions, meetings, academics, athletics, etc |
| Planned meeting dates with Instructional Cabinet; Agendas | Committee of 7 is currently formed | Seven Instructional Cabinet meetings held this year | Six Instructional Cabinet meetings held this year. | | Allow teacher leaders an opportunity to hear directly from parents as it relates to instruction |
| Use of current communication systems to send parent notifications via text and email | 0% parents receiving text messaging communications from ECRCHS | Text messaging is going out to 100% but we need to validate if it is reaching all parents Year 1 | Text messaging is going out to 100%; we will provide multiple outlets for parents to register and/or update their contact information so they are receiving pertinent information | | 100% of parents receiving text messaging communications |
| School creates a "How to sign up for | 28% parents signed up for Canvas Account | in progress | In progress; going forward we will provide | | 100% of parents are signed up for a Canvas account |

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|---|---|---|--|--|--|
| Canvas?" Loom video placed on homepage | | | opportunities for parents to signup for Canvas, Aeries, and other necessary platforms at major school events | | |
| Hiring of Social Media/Outreach/Marketing position | Position not currently filled; 0% toward goal attainment | To be hired Fall 2022 | Hired and fulfilled | | 1 marketing coordinator is hired; 100% filled |
| All enrolled parents for 2021-2022 will be prompted to create, update, and verify Aeries account during Welcome Week and other events | Increase in number of parents reporting being able to access Aeries | In progress | In progress-going forward we will provide opportunities for parents to signup for Canvas, Aeries, and other necessary platforms at major school events | | Easily access students grades and other pertinent information |
| Develop and implement a comprehensive student attendance plan | Regular data analysis to identify issues early and Increased focus on chronic absentee students to monitor and track progress | Attendance system update in progress Year 1 | An Attendance Dashboard is being created to handle alerting parents to student absences and also tracking of attendance data. | | Track student attendance and create an early alert system where all stakeholders are notified of potential chronic absenteeism |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 1 | Chat with Directors | Continue hosting Chat with the Directors on a monthly basis. Will return to in-person meetings beginning fall 2022. | \$5,000.00 | No |
| 2 | Parent Group Collaboration and input in programs for all students (including low income, foster youth, EL and students with disabilities) | Invite parent groups to some Instructional Cabinet and other meetings to share pertinent information and build school home relationships. In addition parents are invited to the School Site Council, LCAP, PAC and other meetings throughout the year. We also have our RISE parent group and Padres Latinos parent group that meet monthly. | \$30,000.00 | No |
| 3 | School to Home Communications | Provide text messaging and other types of communication for parents and staff. Streamlined newsletter, text and phone call. | \$65,000.00 | No |
| 4 | Canvas Parent Signup (repeated expenditure, Goal 5, Action 3) | Increase parent engagement and education on Canvas/Canvas app by making this part of enrollment/ orientation. | \$0.00 | No |
| | | | \$50,000.00 | No |

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|---|---|--|--------------|----|
| 5 | Attendance Notifications | Streamline attendance notifications and protocols for absenteeism | | |
| 6 | Marketing Initiatives | Hire Marketing coordinator. ECR marketing efforts via marketing firm partnership, social media campaigns, search engine optimization, and print media. | \$295,552.00 | No |
| 7 | Aeries Parent Connection (repeated expenditure, Goal 5, Action 3) | Increase parent usage and presence on Aeries in order to improve interaction by making this part of enrollment/orientation | \$0.00 | No |

Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation for this year. Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Specific actions are effective towards this goal. Parents have reported better communication between school and home. We also recognize the need to improve our school website so that pertinent information is easily accessible for families. A Marketing Coordinator was hired and has been involved in promoting school initiatives, activities, and events.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Planned goals generally remain the same but additional goals were added based on feedback provided from stakeholders. Metrics were adjusted based on new data, feedback, and assessment of program effectiveness.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

| Goal # | Description |
|--------|---|
| 6 | Provide specific support and sufficient and optimal equipment to meet social- emotional, mental health, and physical needs of all students. |

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School supports the whole student by creating a safe and nurturing environment at school at which students can learn and grow. As students were returning from isolation after COVID, the school staff wanted to be prepared to help students with various issues and increase school connectedness.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
|---|---|--|---|----------------|--|
| Onboarding of a 2nd PSW | 0% position is currently unfilled | 09/21-12/21 we had a 2nd PSW but since 1/21 we have 1 PSW | We hired four Licensed Professional Counselors who are doing an amazing job supporting students in need. | | Provide on-site mental health services and support for students |
| Daily and weekly support services will be offered in the wellness center. | T-30 has been designated for the wellness center. | Daily Lunch groups are offered in the wellness center and SSPT meetings are held there | Continued from year one. Daily Lunch groups are offered in the wellness center and SSPT meetings are held there | | Privacy and a safe space for students and staff to receive mental health support and services |
| Maintain an expulsion rate of 0% | Current expulsion rate is 0% | Maintained 0% expulsion rate | TBD | | |
| Maintain a dropout rate of 5% or less | 2.2% in 2020 | 5.45% in 2021 | TBD | | |
| Attendance Rate | 20-21 attendance rate is 96.57% | Maintained attendance rate | TBD | | |
| Chronic Absenteeism rates | No data available in 19-20 due to covid 19. | Chronic absenteeism rate is 9.6% | TBD | | |
| Suspension rate | Baseline suspension rate was less than 1% | Current suspension rate is 0% | TBD | | |
| Identification of students and Training schedule | Students have been identified by the PSW. | Students are interested in being Peer Counselors but we are looking into creating an office space in | Continued from year one. Students are interested in being Peer Counselors but we are looking into | | Select potential student peer counselors and create dedicated space for student peer counselors in Wellness Center |

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|---|---|---|---|--|--|
| | | the Wellness Center for confidentiality purposes when a PSW needs to meet privately with students. | creating an office space in the Wellness Center for confidentiality purposes when a PSW needs to meet privately with students. | | |
| Yearly trainings offered to staff members for to support student wellness, behavior, and mental health. | New initiative; all teachers and staff will attend (approx 175) | We offered a series of three restorative practices sessions for staff (cost: \$1,950); we offered a trauma informed educators training to staff (cost: TBD); we provided a community circle intro activity to all staff at the start of the year (free from PDAC); and we are budgeting for a SEL series for August along with PBIS (cost: \$7,500) | We offered Positive Behavior Intervention and Supports training to teachers and will continue with full implementation next year. | | Expose staff to training that will allow them to effectively support student behaviors |
| Decrease student tardy behavior to periods 2-6. | Connect excessive tardies to school events with review by various staff members | Fall 2021 tardy data by period: P2 - 3283 P3 - 3227 P4 - 2735 P5 - 3887 P6 - 2690 | TBD | | Develop a tardy notification and consequence system during 22-23 school year |
| Order new functional classroom furniture and materials to support all student learning | List of teachers who have requested new furniture | Furniture was ordered pre-pandemic to upgrade classrooms. We will restart Fall 2023. | Eleven classrooms received some upgraded furniture. We will continue to upgrade classrooms to meet student and teacher needs. | | 10-15 classes per year receive new furniture based |
| Maintain clean, safe facilities that are in good repair | School is in good repair as evidenced on FIT report | Will be assessed in 22-23 | ECR is in good repair. | | Continue to maintain facilities in good repair |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| 1 | Increased Mental Health Support | Add a second Psychiatric Social Worker (PSW) to provide increased mental health support on campus | \$380,000.00 | No |
| 2 | Create Wellness Center | Further develop the on-campus wellness center to provide a safe and welcoming space for students, parents, and staff to meet their social-emotional needs, reduce stigma related to mental health needs, and provide resources | \$15,000.00 | No |
| 3 | Expulsion Rate | Maintain zero expulsion rate by using restorative justice practices to keep students in school | \$528,192.00 | No |
| 4 | Drop Out Rate (repeated expenditure, Goal 6, Action 3) | Maintain low dropout rate with goal of reaching zero by providing students with alternative methods such as Independent Study, Alternative Education, and use of restorative justice practices to keep students in school | \$0.00 | No |
| 5 | Attendance Rate | ECR will promote improved student attendance through prompt parent contacts and utilization of on-campus resources to help students | \$66,500.00 | No |
| 6 | Suspension Rate (repeated expenditure, Goal 6, Action 3) | Continue to implement restorative justice practices to counter at-home suspensions | \$0.00 | No |
| 7 | Psychological First Aid Training | Train students/peers in psychological first aid to provide peer support in the Wellness Center | \$10,000.00 | No |
| 8 | SEL and Restorative Justice Training to Staff | Provide training to staff on social-emotional learning and restorative practices. | \$10,000.00 | No |
| 9 | Supervision and Safety | Increase adult supervision of students on campus by hiring necessary positions to create a safe campus that is conducive to learning and maximizing instructional minutes. | \$958,140.00 | No |
| 10 | Functional Furniture | Provide new furniture for all classrooms | \$500,000.00 | No |
| 11 | Safe and secure facilities | Our facilities are safe and secure for students. The Facilities Inspection Tool (FIT) is utilized each year. | \$3,424,997.00 | No |

Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation for this year. Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Planned goals generally remain the same but additional goals were added based on feedback provided from stakeholders. Metrics were adjusted based on new data, feedback, and assessment of program effectiveness.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

| Goal # | Description |
|--------|--|
| 7 | Provide support and optimal equipment to meet the discipline and attendance needs of all students. |

An explanation of why the LEA has developed this goal.

After returning to in-person instruction, the staff noticed that discipline incidents and attendance issues have increased.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
|--|--|--------------------------|---|----------------|--|
| Develop a clear discipline referral process | Handwritten referrals as well as online referral forms are currently being used. | N/A – Goal did not exist | Use online referral form; collect data from referral form and clarify when and how to use the form. | | Use the referral form data to create a dashboard for the Dean's office that helps track the number of students that are being sent to the Deans office and the infraction(s) |
| Develop and implement a comprehensive student attendance plan | Attendance guidelines created by attendance office and communicated to stakeholders | N/A – Goal did not exist | Develop an online program that tracks chronic absenteeism, early leaves, and tardies. Use data to implement intervention strategies for students having issues with absences. | | Streamline attendance plan that allows for a student to get support from multiple staff members when struggling with attendance issues. |
| Relocate the Dean's office | Located in the main hallway close to the entrance | N/A – Goal did not exist | Finish relocation of the Dean's Office | | Relocate the Dean's office to a location that provides privacy for students and the space necessary to provide families and students with services that support their behavior and discipline needs. |
| Collaboration between the Deans, Counselors, and Intervention Team to discuss and create strategies that can help students who | Collaboration between the counselors and Deans when requested by the parent and/or student | N/A – Goal did not exist | TBD | | Constant communication and collaboration between both offices to help students behavior needs. Reduce number of office referrals by 3%. |

| | | | | | |
|---|---|--------------------------|--|--|--|
| are struggling with behavior issues. | | | | | |
| Track student attendance and create an early alert system where all stakeholders are notified of potential chronic absenteeism. | ADS program created by Tech Department. Emails sent to families when students are absent. | N/A – Goal did not exist | Add text messages to alert parents when their student is not in class. Reduce chronic absenteeism in and tardies by 3%. | | Have an alert system in place to alert parents when their students are not in class or absent for the entire day that includes emails, texts, and/or phone calls. Reduce chronic absenteeism and tardies by 5%. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 1 | Develop a referral process | Develop a clear referral process that teachers, subs, and staff can use and that gives the Dean's office data that can be used to support students. | \$30,000.00 | No |
| 2 | Comprehensive student attendance system | Create an attendance plan that allows for multiple steps and multiple points of contact when a student is absent multiple times. | \$30,000.00 | No |
| 3 | Relocate the Dean's Office and create a welcoming environment | Work with the design team and leadership to find a new place for the Dean's office in which students and families feel welcomed and get the behavior support they need. | \$20,000.00 | No |
| 4 | Collaboration with counselors and intervention | Collaborate with counselors and the intervention team to create a plan that allows them to provide support to students when they are absent multiple times. | \$24,000.00 | No |
| 5 | Absenteeism Rate | Decrease the chronic absenteeism rate by 5% | \$0.00 | No |

Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation for this year. This goal was an add-on later in the 22-23 school year and will be evaluated next year to determine effectiveness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Will be evaluated in the 23-24 school year.

An explanation of how effective the specific actions were in making progress toward the goal.

A new referral, attendance, and discipline system will be implemented in fall 23-24. The Deans office will be also be relocated in the new school year 23-24.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goals was added based on feedback provided from stakeholders. Metrics were developed based on new data, feedback, and assessment by the Deans Office staff who specifically handle discipline and attendance.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-2024

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|--|
| \$2,706,085.00 | \$0.00 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 7.08% | 0.00% | \$0.00 | 7.08% |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

| |
|--|
| For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students. |
| <div></div> |
| A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required. |
| <div></div> |
| A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable. |
| <div></div> |

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|--|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

Action Tables

2023-2024 Total Planned Expenditures Table

| Totals: | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---------|-----------------|-------------------|--------------|---------------|-----------------|-----------------|---------------------|
| Totals | \$28,750,114.00 | \$5,158,164.00 | \$142,000.00 | \$181,402.00 | \$34,231,680.00 | \$25,645,418.00 | \$8,586,262.00 |

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|---|----------------------|----------------|-------------------|-------------|---------------|----------------|
| 1 | 1 | CAASSP/SBAC Improvement ELA | All | \$900,000.00 | \$0.00 | \$0.00 | \$0.00 | \$900,000.00 |
| 1 | 2 | CAASSP/SBAC Improvement Math (repeated expenditure, Goal 1, Action 1) | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 3 | CAST/Science Improvement (repeated expenditure, Goal 1, Action 1) | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 4 | Advanced class enrollment increase | All | \$214,000.00 | \$0.00 | \$0.00 | \$0.00 | \$214,000.00 |
| 1 | 5 | College and Career ready students | African-American | \$150,000.00 | \$0.00 | \$0.00 | \$0.00 | \$150,000.00 |
| 1 | 6 | SPED students meets/exceeding SBAC/CAASSP | All | \$0.00 | \$2,116,230.00 | \$0.00 | \$0.00 | \$2,116,230.00 |
| 1 | 7 | ELLs meets/exceeds SBAC/CAASSP | English learner (EL) | \$112,725.00 | \$0.00 | \$0.00 | \$0.00 | \$112,725.00 |
| 1 | 8 | Increase reclassification rate | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 9 | Increase % of English learners who increase in English Proficiency as measured by ELPAC | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 10 | Increase AP pass rate | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 11 | Increase graduation rate | All | \$1,751,196.00 | \$0.00 | \$0.00 | \$0.00 | \$1,751,196.00 |
| | | | | \$50,000.00 | \$0.00 | \$0.00 | \$17,557.00 | \$67,557.00 |

| | | | | | | | | |
|---|----|--|--|-----------------|----------------|--------------|-------------|-----------------|
| 2 | 1 | Targeted Intervention | Low Income, Foster Youth, English learner (EL) | | | | | |
| 2 | 2 | Assessment of Learning | All | \$25,000.00 | \$0.00 | \$0.00 | \$0.00 | \$25,000.00 |
| 2 | 3 | Instructional materials | All | \$376,215.00 | \$782,595.00 | \$0.00 | \$0.00 | \$1,158,810.00 |
| 2 | 4 | Teacher Support | All | \$360,000.00 | \$100,000.00 | \$0.00 | \$0.00 | \$460,000.00 |
| 2 | 5 | Common Assessment | | \$100,000.00 | \$0.00 | \$0.00 | \$0.00 | \$100,000.00 |
| 2 | 6 | Department Planning Days | All | \$300,000.00 | \$0.00 | \$0.00 | \$76,141.00 | \$376,141.00 |
| 2 | 7 | Meeting the needs of English learners, foster youth, students with disabilities, and low income. | Low Income, Foster Youth, English learner (EL) | \$200,000.00 | \$0.00 | \$0.00 | \$0.00 | \$200,000.00 |
| 2 | 8 | Curriculum/PLC investment | All | \$0.00 | \$250,000.00 | \$0.00 | \$0.00 | \$250,000.00 |
| 2 | 9 | Academic Intervention Classes (repeated expenditure, Goal 2, Action 11) | English learner (EL), Foster Youth, Low Income | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2 | 10 | Employ Bilingual assistants | English learner (EL) | \$0.00 | \$0.00 | \$0.00 | \$52,704.00 | \$52,704.00 |
| 2 | 11 | Highly Qualified Teachers | All | \$17,323,597.00 | \$1,822,566.00 | \$0.00 | \$0.00 | \$19,146,163.00 |
| 2 | 12 | Reading MAP Growth (repeated expenditure, Goal 2, Action 11) | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2 | 13 | Math MAP Growth (repeated expenditure, Goal 2, Action 11) | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3 | 1 | Develop and enhance CTE curricula | All | \$0.00 | \$30,000.00 | \$0.00 | \$0.00 | \$30,000.00 |
| 3 | 2 | Increase Rigor | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3 | 3 | Prioritize A-G Completion rate | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3 | 4 | Increase college/university partnerships | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3 | 5 | Expand AP services | | \$0.00 | \$0.00 | \$142,000.00 | \$0.00 | \$142,000.00 |
| 3 | 6 | Biliteracy | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3 | 7 | PSAT Funding | All | \$35,000.00 | \$0.00 | \$0.00 | \$0.00 | \$35,000.00 |
| | | | | | | | | |

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|---|---|---|--|--------------|-------------|--------|-------------|--------------|
| 3 | 8 | After-hours Counseling Services | All | \$0.00 | \$46,773.00 | \$0.00 | \$0.00 | \$46,773.00 |
| 3 | 9 | Early identification of students not meeting A-G | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4 | 1 | Equity Training | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4 | 2 | Cultural Workshops & Experiences | All | \$450,000.00 | \$0.00 | \$0.00 | \$0.00 | \$450,000.00 |
| 4 | 3 | Underserved Parent Groups | English learner (EL), Foster Youth, Low Income | \$0.00 | \$0.00 | \$0.00 | \$5,000.00 | \$5,000.00 |
| 4 | 4 | Equity Advisory Committee Expansion & School Plan | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4 | 5 | Student Roundtables | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5 | 1 | Chat with Directors | | \$5,000.00 | \$0.00 | \$0.00 | \$0.00 | \$5,000.00 |
| 5 | 2 | Parent Group Collaboration and input in programs for all students (including low income, foster youth, EL and students with disabilities) | All | \$0.00 | \$0.00 | \$0.00 | \$30,000.00 | \$30,000.00 |
| 5 | 3 | School to Home Communications | All | \$65,000.00 | \$0.00 | \$0.00 | \$0.00 | \$65,000.00 |
| 5 | 4 | Canvas Parent Signup (repeated expenditure, Goal 5, Action 3) | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5 | 5 | Attendance Notifications | All | \$50,000.00 | \$0.00 | \$0.00 | \$0.00 | \$50,000.00 |
| 5 | 6 | Marketing Initiatives | All | \$295,552.00 | \$0.00 | \$0.00 | \$0.00 | \$295,552.00 |
| 5 | 7 | Aeries Parent Connection (repeated expenditure, Goal 5, Action 3) | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6 | 1 | Increased Mental Health Support | All | \$380,000.00 | \$0.00 | \$0.00 | \$0.00 | \$380,000.00 |
| 6 | 2 | Create Wellness Center | All | \$15,000.00 | \$0.00 | \$0.00 | \$0.00 | \$15,000.00 |
| 6 | 3 | Expulsion Rate | All | \$528,192.00 | \$0.00 | \$0.00 | \$0.00 | \$528,192.00 |
| 6 | 4 | Drop Out Rate (repeated expenditure, Goal 6, Action 3) | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

| | | | | | | | | |
|---|----|---|-----|----------------|-------------|--------|--------|----------------|
| 6 | 5 | Attendance Rate | All | \$66,500.00 | \$0.00 | \$0.00 | \$0.00 | \$66,500.00 |
| 6 | 6 | Suspension Rate (repeated expenditure, Goal 6, Action 3) | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6 | 7 | Psychological First Aid Training | All | \$0.00 | \$10,000.00 | \$0.00 | \$0.00 | \$10,000.00 |
| 6 | 8 | SEL and Restorative Justice Training to Staff | All | \$10,000.00 | \$0.00 | \$0.00 | \$0.00 | \$10,000.00 |
| 6 | 9 | Supervision and Safety | All | \$958,140.00 | \$0.00 | \$0.00 | \$0.00 | \$958,140.00 |
| 6 | 10 | Functional Furniture | All | \$500,000.00 | \$0.00 | \$0.00 | \$0.00 | \$500,000.00 |
| 6 | 11 | Safe and secure facilities | | \$3,424,997.00 | \$0.00 | \$0.00 | \$0.00 | \$3,424,997.00 |
| 7 | 1 | Develop a referral process | All | \$30,000.00 | \$0.00 | \$0.00 | \$0.00 | \$30,000.00 |
| 7 | 2 | Comprehensive student attendance system | All | \$30,000.00 | \$0.00 | \$0.00 | \$0.00 | \$30,000.00 |
| 7 | 3 | Relocate the Dean's Office and create a welcoming environment | All | \$20,000.00 | \$0.00 | \$0.00 | \$0.00 | \$20,000.00 |
| 7 | 4 | Collaboration with counselors and intervention | All | \$24,000.00 | \$0.00 | \$0.00 | \$0.00 | \$24,000.00 |
| 7 | 5 | Absenteeism Rate | All | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

2023-2024 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover – Percentage (Percentage from prior year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4.Total Planned Contributing Expenditures (LCFF Funds) | 5.Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|--|---|--|--------------------------|------------------|
| \$38,214,909.00 | \$2,706,085.00 | 7.08% | 0.00% - No Carryover | 7.08% | \$362,725.00 | 0.00% | 0.95% | Total: | \$362,725.00 |
| | | | | | | | | LEA-wide Total: | \$362,725.00 |
| | | | | | | | | Limited Total: | |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions(LCFF Funds) | Planned Percentage of Improved Services (%) |
|--------|----------|--|---|----------|--|-------------|---|---|
| 1 | 7 | ELLs meets/exceeds SBAC/CAASSP | Yes | LEA-wide | English learner (EL) | All Schools | \$112,725.00 | 0.00% |
| 2 | 1 | Targeted Intervention | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | \$50,000.00 | 0.00% |
| 2 | 7 | Meeting the needs of English learners, foster youth, students with disabilities, and low income. | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | \$200,000.00 | 0.00% |
| 2 | 9 | Academic Intervention Classes (repeated expenditure, Goal 2, Action 11) | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | \$0.00 | 0.00% |
| 2 | 10 | Employ Bilingual assistants | Yes | LEA-wide | English learner (EL) | All Schools | \$0.00 | 0.00% |
| 4 | 3 | Underserved Parent Groups | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | \$0.00 | 0.00% |

2022-2023 Annual Update Table

| | | |
|---------|--|---|
| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
| Totals: | | |

| Last Year's Goal# | Last Year's Action# | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|-------------------|---------------------|----------------------------|--|--|---|
| No Records Found | | | | | |

2022-2023 Contributing Actions Annual Update Table

| 6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount): | 4.Total Planned Contributing Expenditures (LCFF Funds) | 7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5.Total Planned Percentage of Improved Services (%) | 8.Total Estimated Actual Percentage of Improved Services(%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|--|---|---|---|---|---|
| | | | \$0.00 - No Difference | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal# | Last Year's Action# | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services(Input Percentage) |
|-------------------|---------------------|----------------------------|--|--|--|---|--|
| No Records Found | | | | | | | |

2022-2023 LCFF Carryover Table

| 9.Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover – Percentage (Percentage from prior year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8.Total Estimated Actual Percentage of Improved Services(%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover – Percentage (12 divided by 9) |
|--|---|--|---|--|---|--|--|---|
| | | 0.00% | 0.00% | | 0.00% | 0.00% | \$0.00 - No Carryover | 0.00% - No Carryover |

Federal Funds Detail Report

| Totals: | Title I | Title II | Title III | Title IV | CSI | Other Federal Funds |
|---------|--------------|-------------|-----------|----------|-----|---------------------|
| Totals | \$105,261.00 | \$76,141.00 | | | | |

| Goal # | Action # | Action Title | Title I | Title II | Title III | Title IV | CSI | Other Federal Funds | Total Funds |
|--------|----------|---|-------------|-------------|-----------|----------|-----|---------------------|--------------|
| 2 | 1 | Targeted Intervention | \$17,557.00 | | | | | | \$67,557.00 |
| 2 | 6 | Department Planning Days | | \$76,141.00 | | | | | \$376,141.00 |
| 2 | 10 | Employ Bilingual assistants | \$52,704.00 | | | | | | \$52,704.00 |
| 4 | 3 | Underserved Parent Groups | \$5,000.00 | | | | | | \$5,000.00 |
| 5 | 2 | Parent Group Collaboration and input in programs for all students | \$30,000.00 | | | | | | \$30,000.00 |

| | | | | | | | | | |
|--|--|---|--|--|--|--|--|--|--|
| | | (including low income, foster youth, EL and students with disabilities) | | | | | | | |
|--|--|---|--|--|--|--|--|--|--|

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|--|
| Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then. | Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric. |

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



Deferred Maintenance

2023-2024



Facilities



Facilities Improvement

- Landscaping
- Concrete resurfacing
- Exterior building paint
- Rooftop building identification
- Hydration station
- Department Hallways
- Classroom Modernization





Technology



Technology

- Server/Network Infrastructure
 - Firewall
 - Network switches
 - Servers
 - Network Cabling
 - Technology Lifecycle
 - Desktop/Laptop
 - Smart Panels
-





Pulse

Palisades Charter

- Quad Renovation Project
- First Renovation
- Requesting donations



Birmingham Charter

- Installation of 5 modular buildings
- 2 classrooms, 2 restrooms, and Office
- Cost \$2.5M
- Completed Spring 2023



Granada Hills Charter

- Demolition of 9 buildings and construction for 3 new buildings.
- New three-story academics building that includes 48 classrooms
- Project cost \$41M
- Completed Spring 2022





Marketing Budget

2023-2024

Goals





**Increase
Brand
Awareness &
Brand
Recognition**



**Increase
ECR's Social
Media
Presence**



**Increase
Enrollment**



Months Analyzed

December 2023 – June 2023



ECR's Instagram

Organic growth:

- 81% increase in reach
- 204% increase in engagement
- 450% increase in conversations started
- 117% Increase in new followers
- 11% Increase in profile visits



ECR's Facebook

Organic growth:

- 470% increase in reach
- 668% increase in engagement
- 68% increase in messaging connections
- 106% Increase in profile visits
- 902% Increase in engagement in the last 90 days





ECR's Twitter

Organic growth:

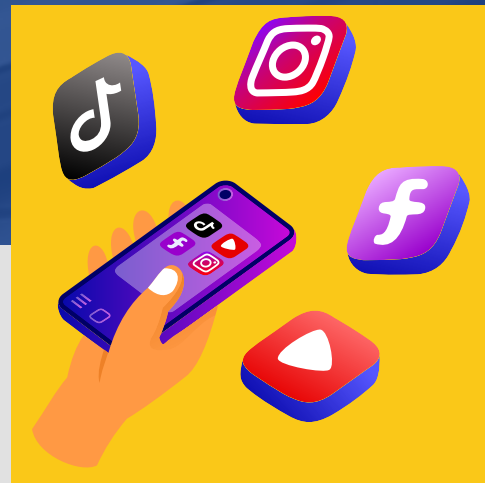
- 193% increase in reach
- 100% increase in profile visits
- 4% increase in engagement

ECR's Proposed Marketing Spend



Key Investments

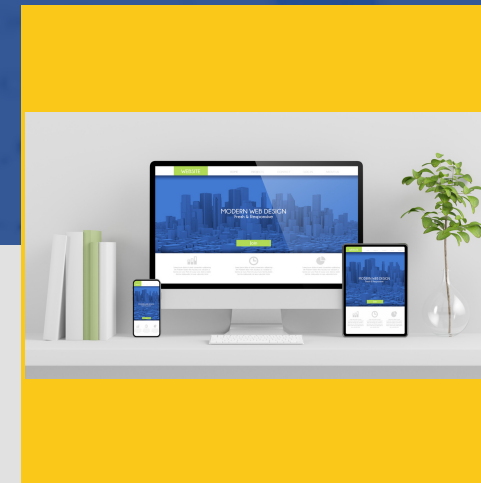
Made For



**Social
Media ADs**



Google ADS



Website



**Branding/
Advertising via
Partners**



ECR's Instagram

Paid Advertisements (Monthly Budget):

- \$1000 = 50,000 – 140,000
- \$1500 = 78,000 – 200,000
- \$2000 = 100,000 – 270,000
- \$3000 = 160,000 – 410,000

Dollars = People reached within a 10-mile radius of ECR



ECR's Facebook

Paid Advertisements (Monthly Budget):

- \$1000 = 50,000 – 140,000
- \$1500 = 78,000 – 200,000
- \$2000 = 100,000 – 270,000
- \$3000 = 160,000 – 410,000

Dollars = People reached within a 10-mile radius of ECR



ECR's Twitter

Paid Advertisements (Monthly Budget):

- \$1000 = 200,000 – 235,000
- \$2000 = 435,000 – 510,000
- \$3000 = 600,000 – 660,000

Dollars = People reached within a 10-mile radius of ECR

AD Spend Tracking



Key Performance Indicators:

- Reach/Impressions
- Engagements
- Link Clicks



Google Ads

Google ad's pricing changes every day.

Pricing factors include:

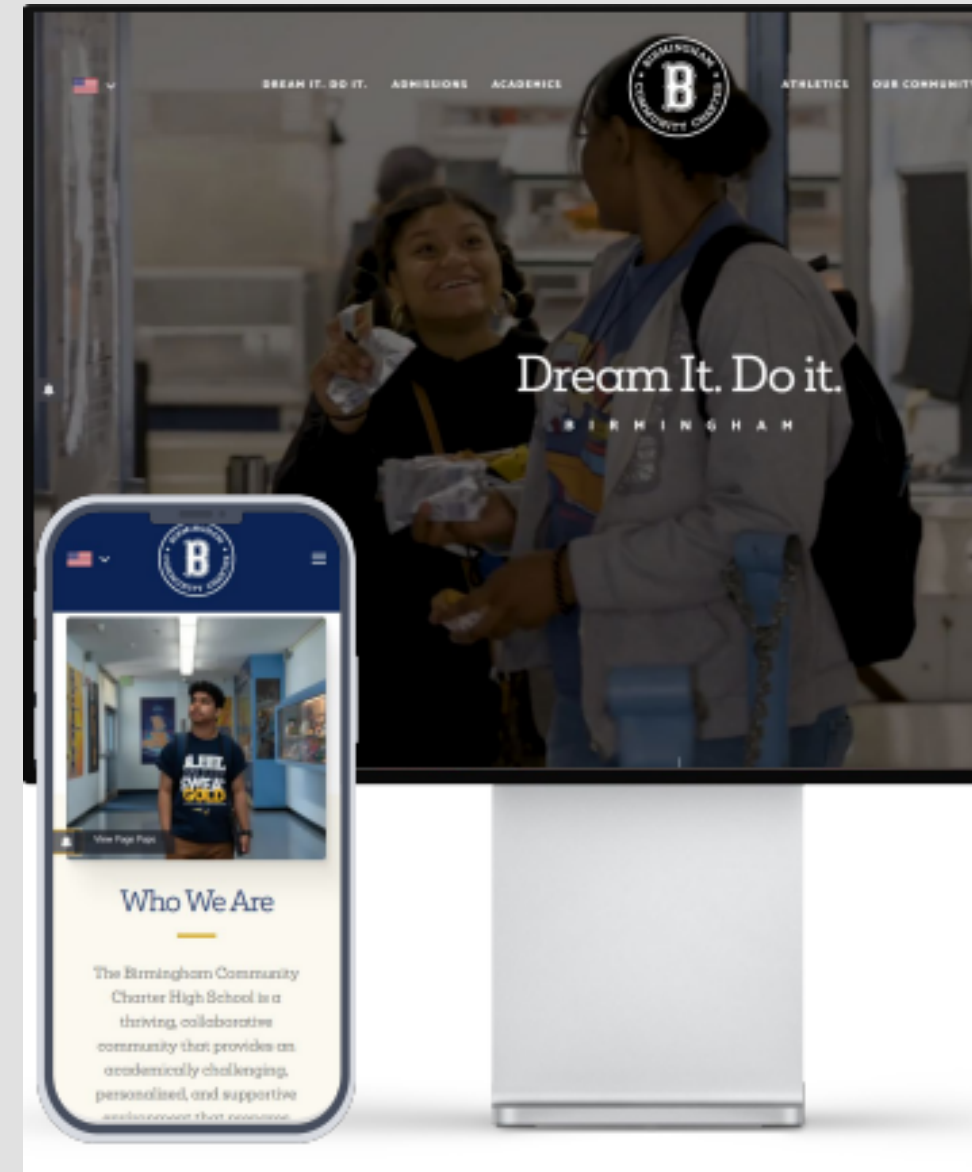
- Keyword Pricing
- Cost-Per-Click
- AD Placement
- and more

Budget suggestion for Google Ads:
\$15,000

Website



Website Spend:
\$88,500



Website Spend:
\$143,000

ECR's Advertising/Branding via Partners



Outfront Media

Billboard:
Located by Taft HS
12-week campaign =
\$20,720

9-B ADDRESS
Ventura Blvd N/L W/O Winnetka% F/E



Billboard:
Sherman Way &
Topanga (Cheapest)
12-week campaign =
\$16,445

geles BOARD # ADDRESS
381-B Sherman Way S,



Bus Advertisement:
Cheapest option:
30 busses, 8-week
campaign = \$37,260





ECR's Niche Profile

- Not a Niche Partner
- 4,393 Page Views in 2022
- No action buttons
- No lead generation
- Limited information
- Reliant on Organic Search



Find a school or district ...

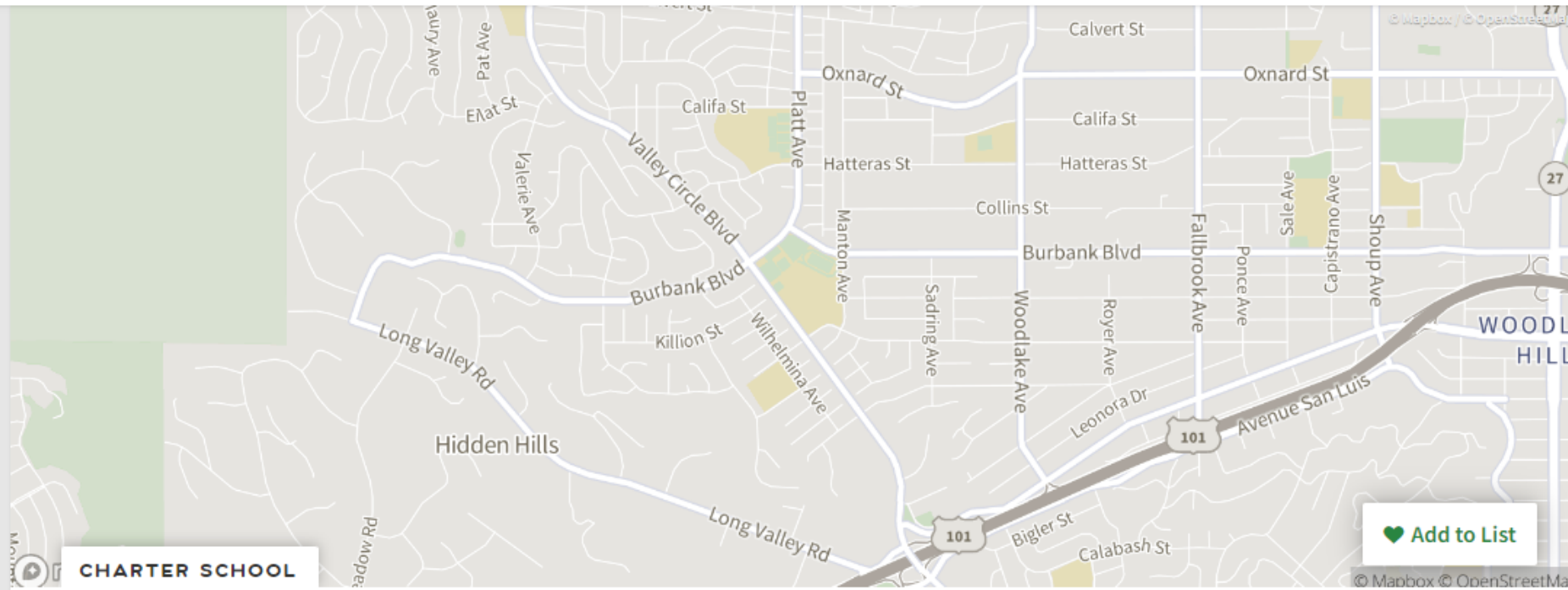


In Los Angeles Area



School Search School Rankings Schools Near You ...

Write a Review



CHARTER SCHOOL

El Camino Real Charter High School ✓

#13 in Best Charter High Schools in Los Angeles Area

A Overall Grade • Public, Charter • 9-12 • WOODLAND HILLS, CA • ★★★★★ 677 reviews

ECR



EL CAMINO REAL
CHARTER
HIGH SCHOOL



CHARTER SCHOOL

Granada Hills Charter ✓

#1 in Best Charter Elementary Schools in California

A+ Overall Grade • Public, Charter • PK, K-12 • GRANADA HILLS, CA • ★★★★★ 1,488 reviews

Apply Now

Virtual Tour

COVID-19 Update

Report Card

About

Enrolling



COVID-19 Update for Prospective Students and Families: Visit the COVID-19 Updates page on our website to read the most recent communications from the School. [Learn More](#)



Granada's Niche Profile

- A Niche Partner
- 34,204 Page Views in 2022
- Action buttons
- Lead generation
- Investment amount = \$26,656

Niche's Recommendation:

- ECR Invest in the Compete Package
- 40% Increase in Page Views
- 360% Increase in Click Rates
- Investment amount = \$17,000

Other Potential Partners

AmGraph:

ECR's Current Spend: \$15,000

Birmingham's spend: \$35,000

Chaminade's Spend: \$50,000



Figdes:

- Windscreens
- Branding efforts for Shoup Campus
- School Spirit Apparel
- Marketing Materials for all ECR Stakeholders
- Birmingham \$400,000 spent on Branding Efforts



Summary

Economic Package

\$154,500

- Digital Social Media Ads + Google Ads \$51,000
- \$88,500 Granada Website Design
- \$15,000 Current Banner Spend

+

- 15% of Birmingham's Branding/Advertising Partners Spend (\$60,000)

Total: \$214,500

Summary

Standard Package

\$210,500

- Digital Social Media Ads + Google Ads \$87,000
- \$88,500 Granada Website Design
- \$35,000 Birmingham Banner Spend

+

- 25% of Birmingham's Branding/Advertising Partners Spend (\$100,000)

Total: \$310,500

Summary

All-in Package

\$316,500

- Digital Social Media Ads + Google Ads \$123,000
 - \$143,500 Birmingham Website Design
 - \$50,000 Chaminade Banner Spend
- +
- 50% of Birmingham's Branding/Advertising Partners Spend (\$200,000)

Total: \$516,500

Summary

Economical Package:

\$154,500

- Digital Social Media Ads
+ Google Ads \$51,000
- \$88,500 Granada
Website Design
- \$15,000 current Banner
Spend

+
15% of Birmingham's
Branding/Advertising
Partners Spend (\$60,000)

Total: \$214,500

Standard Package:

\$210,500

- Digital Social Media Ads
+ Google Ads \$87,000
- \$88,500 Granada
Website Design
- \$35,000 Birmingham
Banner Spend

+
25% of Birmingham's
Branding/Advertising
Partners Spend (\$100,000)

Total: \$310,500

All-in Package:

\$316,500

- Digital Social Media Ads
+ Google Ads \$123,000
- \$143,000 Birmingham
Website Design
- \$50,000 Chaminade
Banner Spend

+
50% of Birmingham's
Branding/Advertising
Partners Spend (\$200,000)

Total: \$516,500



Thank you.

**ECRCHS
2022-2023
BUDGET**

Revenues

| | 2022-2023 Adopted Budget | 2022-23 First Interim Projections - 10/31/22 | 2022-23 2nd Interim Projections 1/31/23 | 2022-23 Actuals to Date | 2022-23 Estimated Actuals | 2023-2024 Adopted Budget (DRAFT) | | | Comments |
|------------------------------|--------------------------------|---|--|-------------------------------|---------------------------------|----------------------------------|---------------------|----------------------|---|
| | Total | Total | Total | 5/31/2023 | as of 5/31/23 | Unrestricted | Restricted | Total | |
| LCFF/Revenue Limit Resources | \$ 38,575,151 | \$ 39,677,805 | \$ 40,291,402 | \$ 35,801,616 | \$ 39,157,910 | \$ 41,913,341 | \$ - | \$ 41,913,341 | |
| Federal Resources | \$ 3,609,260 | \$ 4,375,311 | \$ 4,228,932 | \$ 3,952,460 | \$ 3,950,670 | \$ - | \$ 4,105,132 | \$ 4,105,132 | Defer ESSER revenue to next fiscal year |
| State Revenues | \$ 1,443,401 | \$ 2,996,457 | \$ 5,450,716 | \$ 7,072,433 | \$ 7,256,707 | \$ 1,120,112 | \$ 2,206,362 | \$ 3,326,474 | |
| Other Local Revenues | \$ 4,697,685 | \$ 4,747,625 | \$ 5,046,981 | \$ 6,094,621 | \$ 7,146,458 | \$ 1,941,000 | \$ 3,350,900 | \$ 5,291,900 | |
| Total Revenues | \$ 48,325,498 | \$ 51,797,198 | \$ 55,018,031 | \$ 52,921,131 | \$ 57,511,745 | \$ 44,974,452 | \$ 9,662,395 | \$ 54,636,847 | |

Expenditures

| | | | | | | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|----------------------|--|
| Certificated Salaries | \$ 19,111,812 | \$ 19,680,167 | \$ 17,923,542 | \$ 16,031,713 | \$ 17,517,071 | \$ 15,653,136 | \$ 1,831,826 | \$ 17,484,962 | |
| Classified Salaries | \$ 4,816,963 | \$ 4,997,472 | \$ 4,749,679 | \$ 4,599,418 | \$ 4,960,467 | \$ 3,748,967 | \$ 1,320,276 | \$ 5,069,243 | |
| Employee Benefits | \$ 12,660,677 | \$ 13,202,229 | \$ 14,438,028 | \$ 12,720,508 | \$ 14,642,395 | \$ 12,655,988 | \$ 2,262,465 | \$ 14,918,453 | |
| Supplies | \$ 2,812,422 | \$ 3,307,966 | \$ 3,231,074 | \$ 3,300,912 | \$ 3,607,287 | \$ 2,355,595 | \$ 1,673,674 | \$ 4,029,269 | |
| Total, Services | \$ 7,714,928 | \$ 8,564,692 | \$ 10,028,102 | \$ 8,789,477 | \$ 9,610,746 | \$ 6,411,051 | \$ 3,718,317 | \$ 10,129,367 | |
| Depreciation Expense | \$ 359,748 | \$ 359,748 | \$ 359,748 | \$ 231,812 | \$ 331,812 | \$ 516,648 | \$ - | \$ 516,648 | |
| Total, Other Outgo | \$ 391,966 | \$ 28,108 | | \$ 369,492 | \$ 391,579 | \$ 419,133 | \$ - | \$ 419,133 | |
| Total Expenditures | \$ 47,868,516 | \$ 50,140,382 | \$ 50,730,172 | \$ 46,043,332 | \$ 51,061,358 | \$ 41,760,518 | \$ 10,806,558 | \$ 52,567,076 | |
| Ending Balance: Excess (Deficiency) | \$ 456,982 | \$ 1,656,816 | \$ 4,287,859 | \$ 6,877,799 | \$ 6,450,387 | \$ 3,213,935 | \$ (1,144,163) | \$ 2,069,772 | |

ECRCHS - 22-23 Actuals to Date 5/31/23 and 23-24 Adopted Budget (DRAFT)

| | | 21-22 Post Unaudited Actuals Adjustments | 2022-2023 Adopted Budget | 2022-23 First Interim Projections 10/31/22 | 22-23 2nd Interim Projections (ICON) | 2022-23 Actuals to Date | 2022-23 Estimated Actuals | 2023-2024 Adopted Budget (Draft) | | | Comments |
|--|-------------|---|--------------------------------|---|---|-------------------------------|---------------------------------|----------------------------------|-------------------|-------------------|---|
| Enrollment | | | 3,532 | | | | | 3,420 | | | Projected 23/24 ADA |
| ADA | | | 3,267 | | | | 3,220 | 3,181 | | | 23/24 ADA |
| Per Student funding | | | \$ 11,806 | | | | | \$ 13,178 | | | Rev. LCFF Rate from FCMAT- 10/22 |
| | Obj Code | | Total | Total | Total | 5/31/2023 | | Unrestricted | Restricted | Total | |
| A. Revenues | | | | | | | | | | | |
| LCFF/Revenue Limit Sources | | | | | | | | | | | |
| State Aid | 8011 | 11,693,777 | 18,613,303 | 18,870,629 | 18,804,179 | 15,470,998 | 17,177,496 | 19,437,747 | | 19,437,747 | LCFF Calc 2-23-23 |
| Education Protection Act | 8012 | 13,088,623 | 9,938,853 | 10,486,511 | 10,456,577 | 8,165,278 | 11,129,330 | 11,911,772 | | 11,911,772 | LCFF Calc 2-23-23 |
| State Aid (Prior Years) | 8019 | 305,993 | - | - | 739,442 | 1,705,266 | | | | - | Hold Harmless Adjustment (P-1) |
| In Lieu of Propety Tax | 8096 | 10,352,629 | 10,022,995 | 10,320,665 | 10,291,204 | 10,460,074 | 10,851,084 | 10,563,822 | | 10,563,822 | LCFF Calc 2-23-23 |
| Total, LCFF/Revenue Limit Resources | | 35,441,022 | 38,575,151 | 39,677,805 | 40,291,402 | 35,801,616 | 39,157,910 | 41,913,341 | - | 41,913,341 | |
| Federal Revenues | | | | | | | | | | | |
| Special Education - IDEA | 8181 | 980,246 | 975,839 | 796,957 | 794,682 | 744,194 | 788,675 | | 779,024 | 779,024 | \$244.93/ADA - 23/24 FY |
| Child Nutrition - Federal | 8220 | 1,107,315 | 1,021,375 | 1,094,863 | 701,903 | 603,585 | 693,786 | | 797,854 | 797,854 | 15% increase in sales |
| Donated Food Commodities | 8221 | 34,812 | - | - | 38,357 | 29,834 | 34,424 | | 34,000 | 34,000 | |
| Other Federal | | | - | - | - | - | - | | - | - | |
| Title I | 8290 | 315,828 | 384,238 | 384,238 | 385,058 | 440,047 | 440,047 | | 385,058 | 385,058 | Project flat for 23/24 |
| Title II | 8290 | 79,469 | 78,930 | 78,930 | 76,141 | | 76,141 | | 76,141 | 76,141 | |
| Title III - English Learners | 8290 | | 7,839 | 7,839 | 6,005 | | 6,005 | | 6,005 | 6,005 | |
| Title III - Immigrant | 8290 | | - | - | - | | | | - | - | |
| Title IV | 8290 | 27,503 | 26,948 | 26,948 | 29,545 | 740 | 29,545 | | 29,545 | 29,545 | |
| Perkins | 8290 | | - | - | - | 23,034 | 56,173 | | 56,173 | 56,173 | |
| Dept of Rehab | 8290 | | - | - | - | 54,757 | 54,757 | | | - | |
| ELC COVID Testing Award | 8290 | 354,385 | - | - | 105,605 | 101,269 | 101,269 | | - | - | |
| ESSER I (COVID-19 Grant) | 8290 | 43,745 | - | - | - | - | - | | - | - | |
| ESSER II (COVID-19 Grant) | 8290 | 64,133 | - | 328,340 | 328,340 | 561,821 | 769,500 | | - | - | |
| ESSER III (COVID-19 Grant) (3213) | 8290 | 758,897 | - | 371,842 | 371,842 | 487,535 | 250,000 | | 1,179,433 | 1,179,433 | |
| GEER (3215) | 8290 | | | 57,063 | 57,063 | 57,063 | 57,063 | | - | - | |
| ELO ESSER II State Reserve (3216) | 8290 | | 353,713 | 353,713 | 353,713 | 353,713 | 353,713 | | - | - | |
| ELO GEER II (3217) | 8290 | | 81,180 | 81,180 | 81,180 | 50,295 | - | | - | - | Defer revenue to next fiscal year |
| ELO ESSER III State Reserve Emergency Needs (3218) | 8290 | | 230,580 | 230,580 | 230,580 | 117,645 | - | | 170,580 | 170,580 | Defer revenue to next fiscal year |
| ELO ESSER III State Reserve Learning Loss (3219) | 8290 | 15,284 | 397,480 | 397,480 | 397,480 | 113,248 | - | | 368,318 | 368,318 | Defer revenue to next fiscal year |
| Learning Loss & Mitigation (CRF) | 8290 | | - | - | - | | | | - | - | |
| Learning Loss & Mitigation (GEER) | 8290 | 75,672 | - | - | - | | | | - | - | |
| Child Nutrition - Supply Chain Assistance (5466) | 8220 | | | - | 86,278 | 86,278 | 86,278 | | 86,278 | 86,278 | |
| American Rescue Plan - Homeless Children & Youth (5634) | 8290 | | | 39,000 | 39,000 | 7,132 | 7,132 | | - | - | |
| LEA Medi-Cal Billing | 8590 | 57,816 | - | - | 19,824 | 19,824 | 19,824 | | - | - | |
| NJROTC | 8290 | 100,065 | 51,138 | 126,338 | 126,338 | 100,446 | 126,338 | | 136,723 | 136,723 | |
| Total, Federal Resources | | 4,015,170 | 3,609,260 | 4,375,311 | 4,228,934 | 3,952,460 | 3,950,670 | - | 4,105,132 | 4,105,132 | |
| Other State Revenues | | | | | | | | | | | |
| Child Nutrition - State | 8520 | 97,260 | 71,119 | 1,242,631 | 1,146,946 | 1,008,991 | 1,164,221 | | 1,338,854 | 1,338,854 | Based on Cafeteria sales projections |

ECRCHS - 22-23 Actuals to Date 5/31/23 and 23-24 Adopted Budget (DRAFT)

| | | 21-22 Post Unaudited Actuals Adjustments | 2022-2023 Adopted Budget | 2022-23 First Interim Projections 10/31/22 | 22-23 2nd Interim Projections (ICON) | 2022-23 Actuals to Date | 2022-23 Estimated Actuals | 2023-2024 Adopted Budget (Draft) | | | Comments |
|--|-------------|---|--------------------------------|---|---|-------------------------------|---------------------------------|----------------------------------|-------------------|-------------------|--|
| Enrollment | | | 3,532 | | | | | 3,420 | | | Projected 23/24 ADA |
| ADA | | | 3,267 | | | | 3,220 | 3,181 | | | 23/24 ADA |
| Per Student funding | | | \$ 11,806 | | | | | \$ 13,178 | | | Rev. LCFF Rate from FCMAT- 10/22 |
| | Obj Code | | Total | Total | Total | 5/31/2023 | | Unrestricted | Restricted | Total | |
| Mandated Cost Reimbursement | 8550 | 161,596 | 169,447 | 166,604 | 166,604 | 166,604 | 166,604 | 175,474 | | 175,474 | \$55.17/ADA |
| State Lottery (Non Prop 20) | 8560 | 635,756 | 529,973 | 553,850 | 529,528 | 580,671 | 580,671 | 540,702 | | 540,702 | \$170/ADA |
| State Lottery (Prop 20) | 8560 | 303,073 | 218,889 | 218,282 | 211,162 | 225,055 | 225,055 | | 213,100 | 213,100 | \$67/ADA |
| Kitchen Infrastructure & Equipment | 8590 | 25,000 | - | - | - | | | | - | - | |
| Kitchen Infrastructure & Training (7032) | 8590 | | | | | 192,116 | 192,116 | | - | | |
| A-G Completion Grant: A-G Access/Success Grants (7412) | 8590 | 258,788 | 86,262 | 86,262 | 86,262 | 86,262 | 86,262 | | 345,050 | 345,050 | |
| A-G Completion Grant: Learning Loss & Mitigation (7413) | 8590 | 97,019 | 32,339 | 32,339 | 32,339 | 32,339 | 32,339 | | 129,358 | 129,358 | |
| CTE | 8590 | | - | - | 141,856 | 227,129 | 227,129 | | 180,000 | 180,000 | \$98k Strong workforce program + CTE grant (\$180K over 2 years) |
| All Other State Revenue | 8590 | 609,117 | 335,372 | 413,758 | 413,758 | 479,854 | 508,898 | 403,936 | | 403,936 | Supplemental Block Grant \$127/ADA |
| In-Person Instruction Grant | 8590 | 227,031 | - | 71,704 | 71,704 | 71,704 | 71,704 | | - | - | |
| Ethnic Studies Grant | 8590 | | - | 92,653 | 92,653 | 92,653 | 92,653 | | - | - | |
| Expanded Learning Opportunities Grant | 8590 | 139,480 | - | - | - | | | | - | - | |
| Educator Effectiveness | 8590 | 473,497 | - | 118,374 | 118,374 | 118,374 | 118,374 | | - | - | |
| Art/Music Block Grant | 8590 | | | | 1,088,379 | 1,088,379 | 1,088,379 | | - | - | Fund Balance - pending plan |
| Learning Recovery Emergency Block Grant | 8590 | | | | 1,351,151 | 2,702,302 | 2,702,302 | | - | - | Fund Balance - pending plan |
| Total, State Revenues | | 3,027,617 | 1,443,401 | 2,996,457 | 5,450,716 | 7,072,433 | 7,256,707 | 1,120,112 | 2,206,362 | 3,326,474 | |
| Other Local Revenues | | | | | | | | | | | |
| Special Education - AB602 | 8311 | 3,032,539 | 2,778,617 | 3,188,611 | 3,179,509 | 2,949,125 | 3,125,396 | | 3,087,154 | 3,087,154 | \$970.62/ADA - 23/24 FY Rate |
| Food Service Sales | 8634 | 72,984 | 68,779 | 116,817 | 102,369 | 95,856 | 98,910 | | 113,747 | 113,747 | Based on Cafeteria sales projections |
| Leases & Rentals | 8560 | 39,053 | 37,500 | 37,500 | 37,500 | 58,058 | 60,558 | 65,000 | | 65,000 | |
| Other Local Revenue | 8690 | 15,441 | 605,000 | - | 150,000 | 224,967 | 230,000 | 215,000 | | 215,000 | |
| Interest | 8660 | 138,491 | 340,000 | 340,000 | 130,476 | 271,940 | | 150,000 | | 150,000 | |
| Dividends | 8661 | 386,815 | 400,000 | 400,000 | 400,000 | 501,153 | 501,153 | 400,000 | | 400,000 | |
| Net Increase (Decrease) in the Fair Value of Investments | 8662 | (4,812,005) | | - | - | 2,103,694 | 2,103,694 | - | | - | |
| Gain (Loss) Sale on Investments | 8664 | 371,452 | | (938,958) | (880,923) | (919,899) | (919,899) | | | - | |
| LAUSD SpEd Option 3 Grant | 8679 | | - | - | 185,564 | 188,617 | 188,617 | 150,000 | | 150,000 | |
| Fundraising | 8699 | 336,369 | 317,789 | - | 7,306 | 4,580 | 5,874 | 6,000 | | 6,000 | |
| Tuition | 8710 | 1,409,619 | - | 1,453,655 | 1,585,180 | 460,816 | 1,592,155 | 945,000 | | 945,000 | Foreign Exchange estimate for 23/24 |
| ASB Revenues | 8804 | 106,281 | 150,000 | 150,000 | 150,000 | 155,714 | 160,000 | 160,000 | | 160,000 | |
| Total, Other Local Revenues | | 1,097,039 | 4,697,685 | 4,747,625 | 5,046,981 | 6,094,621 | 7,146,458 | 1,941,000 | 3,350,900 | 5,291,900 | |
| Total Revenues | | 43,580,848 | 48,325,498 | 51,797,198 | 55,018,033 | 52,921,131 | 57,511,745 | 44,974,452 | 9,662,395 | 54,636,847 | |
| B. Expenditures | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | |
| Teachers' Salaries-Full-Time | 1100 | 13,953,250 | 16,780,251 | 16,108,659 | 14,365,314 | 13,056,745 | 15,007,196 | 13,235,448 | 1,365,218 | 14,600,666 | |
| Cert Pupil Supp Sal-Counselors | 1200 | 2,186,953 | 1,017,301 | 2,217,820 | 2,208,148 | 1,859,937 | 1,297,961 | 1,342,754 | 305,389 | 1,648,143 | |
| Cert Administrators | 1300 | 1,160,358 | 1,314,260 | 1,353,688 | 1,350,079 | 1,115,031 | 1,211,914 | 1,074,934 | 161,219 | 1,236,153 | |

ECRCHS - 22-23 Actuals to Date 5/31/23 and 23-24 Adopted Budget (DRAFT)

| | | 21-22 Post Unaudited Actuals Adjustments | 2022-2023 Adopted Budget | 2022-23 First Interim Projections 10/31/22 | 22-23 2nd Interim Projections (ICON) | 2022-23 Actuals to Date | 2022-23 Estimated Actuals | 2023-2024 Adopted Budget (Draft) | | | Comments |
|--|-------------|---|--------------------------------|---|---|-------------------------------|---------------------------------|----------------------------------|-------------------|-------------------|--|
| Enrollment | | | 3,532 | | | | | 3,420 | | | Projected 23/24 ADA |
| ADA | | | 3,267 | | | | 3,220 | 3,181 | | | 23/24 ADA |
| Per Student funding | | | \$ 11,806 | | | | | \$ 13,178 | | | Rev. LCFF Rate from FCMAT- 10/22 |
| | Obj Code | | Total | Total | Total | 5/31/2023 | | Unrestricted | Restricted | Total | |
| Total, Certificated Salaries | | 17,300,561 | 19,111,812 | 19,680,167 | 17,923,541 | 16,031,713 | 17,517,071 | 15,653,136 | 1,831,826 | 17,484,962 | |
| Classified Salaries | | | | | | | | | | | |
| Non-certificated Instructional Aides' Salaries | 2100 | 1,261,847 | 1,024,695 | 1,055,436 | 1,094,074 | 1,065,956 | 1,114,409 | | 1,122,975 | 1,122,975 | |
| Non-certificated Support Salaries | 2200 | 1,637,537 | 1,720,802 | 1,772,426 | 1,846,529 | 1,631,706 | 1,705,874 | 1,648,156 | 115,124 | 1,763,280 | |
| Non-certificated Supervisors' and Administrators' Sal. | 2300 | 683,528 | 767,118 | 826,132 | 776,545 | 748,619 | 816,675 | 833,008 | - | 833,008 | |
| Clerical and Office Salaries | 2400 | 961,962 | 1,049,373 | 1,080,854 | 985,335 | 955,687 | 1,061,909 | 1,000,970 | 82,177 | 1,083,147 | |
| Other Non-certificated Salaries | 2900 | 67,001 | 254,975 | 262,624 | 47,195 | 197,450 | 261,600 | 266,832 | - | 266,832 | |
| Total, Classified Salaries | | 4,611,875 | 4,816,963 | 4,997,472 | 4,749,678 | 4,599,418 | 4,960,467 | 3,748,967 | 1,320,276 | 5,069,243 | |
| Employee Benefits | | | | | | | | | | | |
| State Teachers Retirement System (STRS) , Certificated Positions | 3111 | 2,988,885 | 3,752,071 | 3,633,855 | 3,423,396 | 2,740,005 | 3,345,761 | 2,989,749 | 349,879 | 3,339,628 | |
| State Teachers Retirement System (STRS), Classified Positions | 3112 | 101,859 | 24,685 | 118,216 | 118,216 | 106,148 | 115,640 | 117,154 | - | 117,154 | |
| Public Employees Retirement System (PERS), Certificated Positions | 3211 | 46,106 | 13,550 | 57,295 | 57,295 | 50,217 | 54,590 | 55,305 | - | 55,305 | |
| Public Employees Retirement System (PERS), Classified Positions | 3212 | 853,745 | 1,014,255 | 987,389 | 1,004,130 | 871,900 | 1,258,471 | 1,000,224 | 352,250 | 1,352,474 | 81% employees eligible for PERS |
| OASDI, Certificated Positions | 3311 | 198,184 | 2,755 | - | - | - | - | - | - | - | |
| OASDI, Classified Positions | 3312 | 291,261 | 298,652 | 309,843 | 294,480 | 285,164 | 307,549 | 232,436 | 81,857 | 314,293 | |
| Medicare, Cert Positions | 3331 | 265,056 | 277,121 | 288,199 | 259,891 | 245,245 | 253,998 | 226,970 | 26,561 | 253,532 | |
| Medicare, Class Positions | 3332 | 66,872 | 104,684 | 105,593 | 68,870 | 10,899.00 | 71,926.78 | 54,360.02 | 19,144.01 | 73,504 | |
| Hlth & Wlfr Benefits, Cert | 3411 | 2,625,572 | 2,977,948 | 2,977,948 | 2,722,462 | 2,514,083 | 2,747,227 | 2,551,726 | 343,851 | 2,895,577 | 7.2% increase in premium costs |
| Hlth & Wlfr Benefits, Class | 3412 | 1,052,782 | 1,195,895 | 1,195,895 | 1,193,316 | 1,108,895 | 1,212,395 | 1,029,450 | 248,415 | 1,277,865 | 7.2% increase in premium costs |
| State Unemploy Insur, Cert Pos | 3511 | 68,099 | 97,190 | 97,190 | 133,160 | 86,166 | 87,585 | 7,827 | 916 | 8,742 | SUI Rate returns to 0.05% (23-24 rate @0.50%) |
| State Unemploy Insur, Clas Pos | 3512 | 15,764 | 24,399 | 24,399 | 48,981 | 32,884 | 24,802 | 1,874 | 660 | 2,535 | SUI Rate returns to 0.05% (23-24 rate @0.50%) |
| Worker Comp Insur, Cert Pos | 3611 | 131,782 | 156,994 | 253,145 | 253,145 | 190,727 | 253,145 | 145,816 | - | 145,816 | 23/24 Proposal from CharterSAFE |
| Worker Comp Insur, Class Pos | 3612 | 38,451.58 | 71,279 | 71,279 | 71,279 | 48,237 | 71,279 | 62,491 | - | 62,491 | 23/24 Proposal from CharterSAFE |
| OPEB, Allocated, Certificated | 3701 | (4,840,920) | 2,113,622 | 2,438,209 | 3,787,905 | 3,497,053 | 3,819,783 | 3,305,529 | 720,694 | 4,026,223 | Increase for 11 new Retiree Payments @ 7.2% |
| OPEB, Allocated, Classified | 3702 | (1,282,745) | 527,578 | 635,774 | 993,502 | 924,486 | 1,010,381 | 867,075 | 118,238 | 985,313 | Increase for Retiree Payments |
| Lifetime Retiree Benefits, Cert | 3911 | - | - | - | - | 899 | 899 | - | - | - | |
| Lifetime Retiree Benefits, Class | 3912 | 9,517 | 8,000 | 8,000 | 8,000 | 7,500 | 6,964 | 8,000 | - | 8,000 | PARS |
| Total, Employee Benefits | | 2,630,268 | 12,660,677 | 13,202,229 | 14,438,028 | 12,720,508 | 14,642,395 | 12,655,988 | 2,262,465 | 14,918,453 | |
| Supplies | | | | | | | | | | | |
| Approved Textbooks & Core Curricula Materials | 4100 | 257,844 | 718,482 | 718,482 | 318,482 | 308,125 | 308,125 | 486,495 | 213,100 | 699,595 | Reduce line by \$400k, no textbooks being purchased, pending science books approval |
| Books & Other Reference Materials | 4200 | 7,652 | 10,882 | 10,882 | 20,882 | 18,158 | 18,158 | 21,621 | | 21,621 | |
| Materials & Supplies | 4300 | 59,604 | 32,454 | 32,454 | 82,454 | 46,121 | 75,000 | 85,373 | | 85,373 | |
| Instructional Materials & Supplies | 4325 | 420,572 | 397,950 | 397,950 | 397,950 | 441,089 | 461,089 | 347,715 | 83,000 | 430,715 | |
| Office Supplies | 4330 | 95,743 | 93,311 | 153,105 | 153,105 | 165,583 | 180,583 | 180,000 | | 180,000 | |

ECRCHS - 22-23 Actuals to Date 5/31/23 and 23-24 Adopted Budget (DRAFT)

| | | 21-22 Post Unaudited Actuals Adjustments | 2022-2023 Adopted Budget | 2022-23 First Interim Projections 10/31/22 | 22-23 2nd Interim Projections (ICON) | 2022-23 Actuals to Date | 2022-23 Estimated Actuals | 2023-2024 Adopted Budget (Draft) | | | Comments |
|--|-------------|---|--------------------------------|---|---|-------------------------------|---------------------------------|----------------------------------|-------------------|------------------|--|
| Enrollment | | | 3,532 | | | | | 3,420 | | | Projected 23/24 ADA |
| ADA | | | 3,267 | | | | 3,220 | 3,181 | | | 23/24 ADA |
| Per Student funding | | | \$ 11,806 | | | | | \$ 13,178 | | | Rev. LCFF Rate from FCMAT- 10/22 |
| | Obj Code | | Total | Total | Total | 5/31/2023 | | Unrestricted | Restricted | Total | |
| Non Instructional Student Materials & Supplies | 4345 | 630,700 | 506,915 | 506,915 | 539,850 | 708,886 | 725,000 | 610,000 | 150,000 | 760,000 | |
| ASB Supplies | 4350 | 74,177 | - | - | 60,000 | 55,176 | 60,000 | 60,000 | | 60,000 | |
| Noncapitalized Equipment | 4400 | 1,421,116 | 592,250 | 1,028,000 | 1,028,000 | 1,008,065 | 1,150,000 | 564,391 | 500,000 | 1,064,391 | |
| Student Food Services | 4710 | 454,461 | 460,178 | 460,178 | 630,351 | 549,707 | 629,332 | | 727,574 | 727,574 | Based on new food service projections |
| Total, Supplies | | 3,421,869 | 2,812,422 | 3,307,966 | 3,231,074 | 3,300,912 | 3,607,287 | 2,355,595 | 1,673,674 | 4,029,269 | |
| Services | | | | | | | | | | | |
| Services & Other Operating Expenses | 5000 | 562 | 32,294 | 1,200 | 700 | 250 | 300 | 700 | | 700 | |
| Subagreements for Services | 5100 | | 61,800 | - | | - | - | - | - | - | |
| Travel & Conferences | 5200 | 42,421 | 30,947 | 30,947 | 35,000 | 68,901 | 69,000 | 4,000 | 35,000 | 39,000 | |
| Conferences and Professional Development | 5210 | 28,277 | 77,250 | 78,060 | 75,050 | 8,485 | 8,500 | | 76,141 | 76,141 | reclass to different categories in 23/24 |
| Dues & Memberships | 5300 | 324,568 | 297,255 | 450,582 | 550,582 | 591,046 | 600,000 | | 600,000 | 600,000 | includes subscriptions/licenses vetted by tech committee |
| Insurance | 5400 | 340,376 | 513,296 | 513,296 | 513,296 | 557,301 | 557,301 | 504,564 | | 504,564 | 23/24 Proposal from CharterSAFE |
| Operations & Housekeeping | 5500 | 601,965 | 428,849 | 536,061 | 600,061 | 595,975 | 610,975 | 632,054 | | 632,054 | |
| Security | 5520 | 503,874 | 518,000 | 518,000 | 560,000 | 569,609 | 677,333 | 700,701 | | 700,701 | |
| Rentals, Leases, & Repairs | 5600 | 19,736 | - | - | 150,000 | 225,194 | 395,194 | 400,000 | | 400,000 | increased for LAUSD repairs |
| Equipment Leases | 5605 | 51,061 | 103,014 | 30,000 | 10,000 | (8,639) | (8,639) | 10,000 | | 10,000 | received credit for copier service |
| Rent | 5610 | 1,400 | 5,835 | 90,560 | 10,000 | 3,492 | 3,600 | - | | - | reclass to different categories in 23/24 |
| Repairs and Maintenance - Computers | 5616 | 30,004 | 14,533 | 14,533 | 20,000 | 13,034 | 20,000 | 20,000 | | 20,000 | |
| Utilities | 5620 | 794,615 | 691,518 | 691,518 | 741,518 | 674,177 | 741,518 | 767,768 | | 767,768 | |
| Other Rentals, Leases and Repairs 1 | 5631 | 9,251 | 4,244 | 4,244 | 4,244 | 44,225 | 51,917 | 70,000 | | 70,000 | |
| Other Services & Operating Expenses | 5800 | 34,892 | 44,213 | 44,213 | 34,892 | 21,519 | 22,000 | 34,892 | | 34,892 | |
| Investment Taxes | 5807 | 15,221 | 25,750 | 25,750 | 25,750 | 31 | 31 | 31 | | 31 | |
| Investment Fees | 5808 | 212,542 | 277,688 | 312,430 | 212,542 | 117,916 | 117,916 | 200,000 | | 200,000 | |
| Banking Fees | 5809 | 24,159 | 36,050 | 20,444 | 20,444 | 18,225 | 19,500 | 21,000 | | 21,000 | |
| Transportation | 5811 | | | | | | 250,000 | 240,000 | 25,000 | 265,000 | reclass from field trip expenses (5830 to 5811) |
| Business Services | 5812 | 48,000 | 98,880 | 98,880 | 98,880 | 32,000 | 98,880 | 42,000 | | 42,000 | ICON Services - transferring in house |
| Consultants - Instructional | 5815 | 1,760,551 | 1,494,625 | 1,494,625 | 1,594,625 | 1,514,503 | 1,642,707 | 586,804 | 1,064,271 | 1,651,075 | |
| Consultants - Non Instructional | 5820 | 1,652,038 | 1,066,449 | 1,066,449 | 1,323,499 | 1,194,404 | 1,299,232 | 506,806 | 916,669 | 1,423,475 | |
| ASB Consultants | 5825 | 4,930 | - | - | 870 | 5,745 | | | | - | |
| Field Trips Expenses | 5830 | 233,587 | 207,830 | 237,830 | 487,931 | 421,714 | 237,931 | 100,000 | 150,000 | 250,000 | reclass from field trip expenses (5830 to 5811) |
| Fines and Penalties | 5833 | 1,615 | 530 | 700 | | 279 | 300 | 300 | | 300 | |
| ASB Events or Field Trip | 5835 | 2,191 | - | - | 700 | 700 | 700 | 10,000 | | 10,000 | |
| Onboarding Fees | 5840 | | | 5,150 | 5,150 | 2,801 | 2,801 | 3,000 | | 3,000 | |
| Professional Development | 5841 | 60 | 5,150 | - | 610 | 1,073 | 1,073 | - | - | - | reclassified to materials and supplies |
| Legal Fees | 5845 | 336,651 | 246,660 | 246,660 | 326,660 | 265,917 | 290,000 | 241,000 | 78,000 | 319,000 | |
| Licenses and Other Fees | 5848 | 24,691 | 15,914 | 15,914 | 9,768 | 4,018 | 4,500 | 5,000 | | 5,000 | |
| Marketing and Student Recruiting | 5851 | 50,469 | 92,700 | 15,000 | 9,000 | 2,978 | 2,978 | 214,500 | | 214,500 | Base plan for marketing |
| Payroll Fees | 5857 | 102,626 | 78,733 | 98,733 | 112,068 | 104,453 | 112,068 | 117,671 | | 117,671 | |
| Prior Yr Exp (not accrued) | 5861 | | - | - | | - | - | | | - | |
| LAUSD Special Education Fee | 5872 | 752,450 | 703,272 | 703,272 | 933,586 | 738,662 | 782,814 | - | 773,236 | 773,236 | 20% of sped revenue |

ECRCHS - 22-23 Actuals to Date 5/31/23 and 23-24 Adopted Budget (DRAFT)

| | | 21-22 Post Unaudited Actuals Adjustments | 2022-2023 Adopted Budget | 2022-23 First Interim Projections 10/31/22 | 22-23 2nd Interim Projections (ICON) | 2022-23 Actuals to Date | 2022-23 Estimated Actuals | 2023-2024 Adopted Budget (Draft) | | | Comments |
|---|-------------|---|--------------------------------|---|---|-------------------------------|---------------------------------|----------------------------------|--------------------|-------------------|--|
| Enrollment | | | 3,532 | | | | | 3,420 | | | Projected 23/24 ADA |
| ADA | | | 3,267 | | | | 3,220 | 3,181 | | | 23/24 ADA |
| Per Student funding | | | \$ 11,806 | | | | | \$ 13,178 | | | Rev. LCFF Rate from FCMAT- 10/22 |
| | Obj Code | | Total | Total | Total | 5/31/2023 | | Unrestricted | Restricted | Total | |
| Substitutes | 5884 | 667,446 | 410,692 | 640,692 | 1,000,000 | 873,989 | 863,318 | 813,318 | | 813,318 | Increased sub needs based on absenses and teachers being on leave (1/2 time illness) |
| Bad Debt Expense | 5898 | 1,175 | 515 | 45,515 | | | | | | - | |
| Other Expenses | 5899 | - | - | - | | 28,997 | 28,997 | 30,000 | | 30,000 | |
| Communications | 5900 | 140,172 | 130,442 | 130,442 | | 96,503 | 106,000 | 134,942 | | 134,942 | |
| Total, Services | | 9,164,927 | 7,714,928 | 8,564,692 | 10,028,102 | 8,789,477 | 9,610,746 | 6,411,051 | 3,718,317 | 10,129,367 | |
| Captial Outlay | | | | | - | | | | | | |
| Sites & Improvement | 6100 | | | | | | | | | - | |
| Buildings & Improvement | 6200 | | - | | | | | 362,461 | 1,379,390 | 1,741,851 | Priority 1 Capital Improvements |
| Equipment & Technology | 6400 | | - | | | | | 150,113 | | 150,113 | Priority 1 Tech Improvements |
| Equipment/Furniture Replacement | 6500 | | - | | | | | | | - | |
| Total, Captial Outlay | | - | - | - | | - | - | 512,574 | 1,379,390 | 1,891,964 | |
| Depreciation Expense (Financial Reporting Basis) | 6900 | 293,021 | 359,748 | 359,748 | 359,748 | 231,812 | 331,812 | 516,648 | | 516,648 | based on increase in capital projects |
| Other Outgo | | | | | - | | | | | | |
| Indirect Cost (LAUSD) | 7299 | | 391,966 | 28,108 | | 369,492 | 391,579 | 419,133 | | 419,133 | |
| Interest | 7438 | | - | - | | | | | | - | |
| Total, Other Outgo | | - | 391,966 | 28,108 | - | 369,492 | 391,579 | 419,133 | - | 419,133 | |
| Total Expenditures (Financial Reporting Basis) | | 37,422,523 | 47,868,516 | 50,140,382 | 50,730,171 | 46,043,332 | 51,061,358 | 41,760,518 | 10,806,558 | 52,567,076 | |
| Total Expenditures (Cash Reporting Basis) | | 37,129,501 | 47,508,768 | 49,780,634 | 50,370,423 | 45,811,520 | 50,729,546 | 41,756,444 | 12,185,948 | 53,942,392 | |
| C. Ending Balance: Excess (Deficiency) - Financial Reporting Basis | | 6,158,326 | 456,982 | 1,656,816 | 4,287,862 | 6,877,799 | 6,450,387 | 3,213,935 | (1,144,163) | 2,069,772 | |
| C. Ending Balance: Excess (Deficiency) - Cash Reporting | | 6,451,347 | 816,730 | 2,016,564 | 4,647,610 | 7,109,611 | 6,782,199 | 3,218,009 | (2,523,553) | 694,456 | |
| D. Net Increase (Decrease) | | 6,158,326 | 456,982 | 1,656,816 | 4,287,862 | 6,877,799 | 6,450,387 | 3,213,935 | (1,144,163) | 2,069,772 | |
| E. Fund Balance | | | | | | | | | | | |

El Camino Real Charter High School

El Camino Real Charter High School

Balance Sheet

End of May 2023

| Financial Row | Amount |
|---|------------------|
| ASSETS | |
| Current Assets | |
| Bank | |
| 9110 - Cash and County Treasury Account | \$24,402,330.12 |
| 9120-100 - ECR Petty Cash | \$382.45 |
| 9121-1287 - CNB Checking - Fundraising #1287 | \$7,754.26 |
| 9121-1761 - CNB Checking - General Account #1761 | \$5,302,005.57 |
| 9121-1796 - CNB Checking - A/P Account #1796 | \$256,118.22 |
| 9122-1826 - CNB Checking - ASB Trust #1826 | \$414,838.61 |
| 9124-2717 - ECRCHS : CNB ZBA account | \$1,829,628.57 |
| 9135-0851 - US Bank MMA #0851 | \$135,394.89 |
| 9135-0852 - US Bank OPEB MMA #0852 | \$193,016.08 |
| Total Bank | \$32,541,468.77 |
| Accounts Receivable | |
| 9200 - Accounts Receivable | |
| 9200 - Accounts Receivable | \$103,386.76 |
| Total - 9200 - Accounts Receivable | \$103,386.76 |
| 9290 - Due from Grantor Gov't | |
| 9290 - Due from Grantor Gov't | (\$5,996.00) |
| 9212 - AR - Title II | \$15,972.00 |
| 9226 - AR- Child Nutrition (Federal) | \$140,882.91 |
| 9246 - AR - Child Nutrition (State) | \$250,550.15 |
| Total - 9290 - Due from Grantor Gov't | \$401,409.06 |
| Total Accounts Receivable | \$504,795.82 |
| Other Current Asset | |
| 9150 - Investments | \$6,059,053.47 |
| 9151 - OPEB Investments | \$24,028,816.37 |
| 9152 - Other Investments | \$780,048.85 |
| 9320 - Store Inventory | \$37,151.30 |
| 9330 - PrePaid Expenses | \$152,506.26 |
| Undeposited Funds | \$9,787.70 |
| Total Other Current Asset | \$31,067,363.95 |
| Total Current Assets | \$64,113,628.54 |
| Fixed Assets | |
| 9410 - Land | \$2,019,963.89 |
| 9420 - Land Improvements | \$288,430.01 |
| 9425 - Accumulated Depreciation - Land Improvements | (\$195,397.31) |
| 9430 - Buildings | \$4,144,247.89 |
| 9431 - Fixed Asset - Building Improvements | \$139,467.91 |
| 9435 - Accumulated Depreciation-Buildings | (\$602,364.92) |
| 9436 - Accumulated Depreciation - Building Improvements | (\$139,467.91) |
| 9440 - Equipment | \$1,884,490.53 |
| 9445 - Accumulated Depreciation-Equipment | (\$1,621,059.76) |
| 9460 - Fixed Asset - Leasehold Improvements | \$1,478,554.00 |
| 9465 - Accumulated Depreciation - Leaseholds | (\$735,732.08) |
| Total Fixed Assets | \$6,661,132.25 |
| Total ASSETS | \$70,774,760.79 |
| Liabilities & Equity | |
| Current Liabilities | |
| Accounts Payable | |
| 9500 - Accounts Payable | |
| 9500 - Accounts Payable | \$318,663.41 |
| 9503 - AP - Special Education | \$92,782.19 |
| Total - 9500 - Accounts Payable | \$411,445.60 |

| Financial Row | Amount |
|---|-----------------|
| 9505 - CalCard - Accounts Payable | \$9,036.70 |
| Total Accounts Payable | \$420,482.30 |
| Credit Card | |
| 6539 - 2540 - CalCard - Hussey | (\$13,076.91) |
| 6539 - 7280 - CalCard - Wood | (\$35,380.90) |
| Total Credit Card | (\$48,457.81) |
| Other Current Liability | |
| 9501 - Accrued Accounts Payable | \$177,528.03 |
| 9530 - Garnishment/Lien Payable | (\$17,594.13) |
| 9550 - Retirement Liability - PERS | \$99,122.60 |
| 9552 - Sales Taxes Payable CA | \$82.27 |
| 9555 - Retirement Liability - STRS | \$391,736.20 |
| 9558 - Retirement Liability - PARS | \$982.58 |
| 9573 - Accrued Salaries | \$255,740.57 |
| 9580 - 403B Payable | (\$2,042.50) |
| 9585 - Other Payroll Liabilities | \$99,844.09 |
| 9589 - OPEB Current Liability | \$415,240.08 |
| 9590 - Due to Grantor Governments | \$183,117.80 |
| 9620 - Due to Student Groups/Other Agencies | |
| 9620 - Due to Student Groups/Other Agencies | \$144,446.41 |
| 9621 - Due to (From) School 1 | \$597,446.20 |
| Total - 9620 - Due to Student Groups/Other Agencies | \$741,892.61 |
| 9651 - Deferred Deposits | \$141,674.68 |
| 9652 - Deferred Tuition | \$1,302,669.67 |
| Refunds Payable | \$124.00 |
| Total Other Current Liability | \$3,790,118.55 |
| Total Current Liabilities | \$4,162,143.04 |
| Long Term Liabilities | |
| 9664 - OPEB Liability | \$29,713,988.70 |
| 9665 - Compensated Absences Payable | \$243,890.11 |
| Total Long Term Liabilities | \$29,957,878.81 |
| Equity | |
| 9760 - Fund Balance | \$14,865,054.13 |
| 9793 - Audit Adjustments | \$3,809,116.00 |
| 9797 - Temporarily Restricted | \$1,207,650.41 |
| Retained Earnings | \$7,315,990.64 |
| Net Income | \$9,456,927.76 |
| Total Equity | \$36,654,738.94 |
| Total Liabilities & Equity | \$70,774,760.79 |